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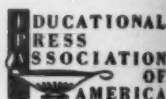
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THE COVER ILLUSTRATION shows a student of the Sacramento City College professional nursing program in a clinical learning experience related to the study of human growth and development.

THE DEVELOPMENT OF NEW CREDENTIAL REQUIREMENTS

ROY E. SIMPSON, *Superintendent of Public Instruction*

The Certificated Personnel Law which was passed by the Legislature in 1961 established five new credentials for the certification of members of the professional staffs of California public schools—the Standard Teaching Credential, the Standard Designated Subjects Teaching Credential, the Standard Designated Services Credential, the Standard Supervision Credential, and the Standard Administration Credential.

The State Board of Education was given responsibility for implementing the provisions of this law, which becomes operative on July 1, 1963. The State Department of Education had been conducting special studies of teacher certification requirements since 1954 and in these studies had collected much of the data needed as a basis for implementing the provisions of the law. It was upon this foundation that we formulated the recommendations for implementing the provisions of the law and presented them to the State Board of Education at its meeting in Los Angeles on June 14, 1962. The State Board of Education will hold a public hearing on these recommendations at its Los Angeles meeting on September 13 and 14, 1962. This hearing will be held in the Los Angeles County Board of Supervisors' room of the County Building, 500 West Temple Street, Los Angeles.

A brief history of the events that led to the Certificated Personnel Law of 1961 and of the steps taken by the Department of Education in formulating the recommendations for implementing this law is presented in the following sections of this article.

EVENTS LEADING TO THE NEW LAW AND RECOMMENDATIONS FOR IMPLEMENTING THE LAW

California's overall credential structure, which has remained virtually unchanged over the years, has in many ways proved to be satisfactory. However, numerous changes have taken place in the field of education since this structure was established. Prior to 1954 the demands created by these changes were met by revising the requirements for single credentials or, at most, the requirements for the credentials in one field such as pupil personnel services. These revisions have resulted in the number of credentials offered being reduced from approximately 50 to 39. They have not, however, resulted in maintaining a credential structure that has continued to have the unqualified support of the educational profession. In fact, during the years immediately preceding 1954, the number of educators who thought this structure should be com-

pletely overhauled began to grow rapidly. Early in 1954 the California Council on Teacher Education recommended that this task be undertaken. On December 7, 1954, the president of the Council and I as Superintendent of Public Instruction jointly appointed a 14-member state committee to make the required study and to submit recommendations regarding the type of credential structure that California should adopt.

After this committee had worked on this assignment for approximately three years, it made its final report to me on May 27, 1957, and shortly thereafter to the Council on Teacher Education. Then at its meeting in Yosemite National Park on October 31 and November 1-2, 1957, the Council formally accepted the Committee's report as a frame of reference for further study and urged me to distribute the report widely throughout the state. This distribution was made.

The State Department of Education arranged a series of seven public meetings which were held in the various regions of the state during the 1957-58 school year to secure reactions to and recommendations on the Committee's report. Members of the teaching profession and all other interested persons were urged to be present at these meetings to make their reactions and recommendations known or to send their recommendations to my office.

Immediately after these meetings had been held, a staff committee analyzed the information, suggestions, and recommendations received and proposed a credential structure that seemed to be in accord with the various proposals. Then during the 1958-59 school year the State Department of Education held eight more public meetings in the various regions of the state to obtain reactions to this credential structure. In these meetings a credential structure formulated by a California Council on Teacher Education committee and a proposal made by the California Teachers Association were also studied.

Immediately after the 1958-59 hearings a second staff committee reviewed the recommendations the Department had received and utilized its findings as a basis upon which it formulated a credential structure that it believed would receive the greatest support of the education profession as well as that of the citizens' groups that had evidenced special interest in the problems.

This proposed new credential structure was presented to the California Council on Teacher Education at its October 1959 meeting in Yosemite National Park. The Council reviewed the proposal carefully before it took any action regarding the proposed structure. Its action constituted outstandingly strong approval of the supervision and administration credentials proposed and strong approval of the standard teaching credentials proposed for elementary, secondary, and junior college service. The Council recommended that further study be given

to the designated subjects teaching credential and the designated services credential proposed.

The Council further recommended that I invite representatives of a number of statewide education organizations to pursue the Council's recommendations further. Representatives of the California Teachers Association, the California Elementary School Administrators' Association, the California Association of School Administrators, and the California Council on Teacher Education accepted invitations to meet in Sacramento for this purpose. It was at this meeting that it was decided to replace the elementary, secondary, and junior college credentials with one standard teaching credential and to make provisions for three teaching specializations within this one standard teaching credential.

I presented the Department's proposed credential structure to the State Board of Education in January, 1960. In conjunction with the presentation, the Board held a full day's hearing on the proposed structure. All organizations and individuals who wished to make suggestions regarding the proposal were encouraged to do so. At this hearing the Chairman of the State Citizens Advisory Commission of the Joint Interim Committee on the Public Education System presented the Commission's recommendations regarding the credential structure it wished adopted.

Staff members representing California teacher education institutions and members of the professional staffs of the elementary and secondary schools had previously testified before the Citizens Advisory Commission regarding current certification regulations as well as all phases of credential revision that were taking place. The record shows that the recommendations of the Citizens Advisory Commission coincided closely with those presented to the State Board of Education by the Department. The Commission, however, made no recommendations relative to the designated subjects and designated services credentials.

In February, 1960, the State Board of Education approved the credential structure proposed for the certification of professional employees for California public schools. The structure was based upon 14 general principles which the Board believed should underlie a structure designed for the certification of professional staff members of the public schools.

It was at this meeting that the Board introduced the terms "academic" and "nonacademic" and approved the use of these terms to describe the kinds of subject matter majors and minors which should be required for all teachers.

At its November 1960 meeting the Board discussed the kind of credential legislation it desired to sponsor. Particular attention was given to (1) legislation giving complete or a great amount of autonomy to the State Board of Education in the establishment and maintenance of standards for credentials; and (2) legislation that would include rather spe-

cific details regarding the types of credentials to be offered and requirements for same so as to provide direction for the State Board of Education in implementing the legislation. The Board chose the latter as being desired. At this meeting the need was raised to define the word "academic" as it appeared in the proposed credential structure which the Board had approved at the February 1960 meeting. At its December 1960 meeting the Board defined "academic" as "subjects in the natural sciences, social sciences, humanities, and such courses in the arts as deal in criticism, theory, and history." At its January 1961 meeting the Board eliminated this definition from the proposed credential legislation. Immediately following this meeting, Senator Hugo Fisher, San Diego, obtained a copy of the Board's proposal and, after making a number of changes, introduced it as Senate Bill 57. Although this bill was amended many times and the definition of "academic" was added, its basic structure remained essentially that which the Board had approved in February, 1960.

Following the introduction of Senate Bill 57, we recognized the need to formulate a procedure for developing the specific requirements to be recommended to the Board for each of the proposed credentials which the Legislature would establish. The problems involved in this task were reviewed with the California Council on Teacher Education, and upon the recommendation of that body the President of the Council, at that time Rev. Darrell F. X. Finnegan of Loyola University, and I jointly appointed a 10-member State Central Coordinating Committee on Credential Revision to design a procedure for developing the requirements for credentials which would be recommended to the State Board of Education. The Central Committee in turn requested that we appoint four resource committees to assist it in the development of the proposed requirements. We complied with this request.

At its March 1961 meeting, Father Finnegan presented a procedure to the State Board of Education for approval. At its April 1961 meeting, the Board formally approved the seeking of legislation for state funds to pay the travel expenses of the State Central Coordinating Committee and its four resource committees so that members could accomplish their work without personal financial sacrifice. Senator Albert S. Rodda introduced Senate Bill 1282 for this purpose, but his bill was tabled in the Senate Finance Committee. Later, the California Council on Teacher Education secured for this purpose a grant of \$20,800 from the Fund for the Improvement of Education.

At the request of the State Board of Education, an analysis of the backgrounds of persons chosen for membership on the State Central Coordinating Committee and its four resource committees was presented to the Board. At its January 1962 meeting the Board elected to add 10 additional persons to the Standard Teaching Credential Resource Committee. These were to be classroom teachers and university or college

subject matter specialists appointed by the President of the Board. All the other appointments to the credential revision committees were made jointly by the President of the Council and the Superintendent of Public Instruction.

At its first meeting, the Standard Teaching Credential Resource Committee studied the kinds of credential requirements for junior college certification that should be proposed to the Board. This was a necessary step, for Senate Bill 1020 had repealed previous Board authority to grant junior college credentials, and the junior college specialization requirements in Senate Bill 1020 had to be implemented at once. The Standard Teaching Credential Resource Committee, the California Council on Teacher Education, the California Junior College Association, the California Teachers Association, and many individuals assisted in the development of proposed junior college certification requirements. At its January 1962 meeting the Board took under advisement the regulations proposed and asked for a listing of academic and nonacademic subject matter majors and minors and for a clarification of the professional education requirements proposed. At the February 1962 meeting, the Board discussed further the question of "academic" and "nonacademic" majors and minors for teacher certification, but it did not take any action regarding the use of the terms.

At this meeting the Board did provide a partial solution to the emergency matter on junior college certification by adopting regulations in accord with part of the junior college teaching specialization recommendations. The Board's action enables persons who had completed prior to September 15, 1961, what essentially were the old junior college credential requirements, and those who are working on programs to complete the requirements and will complete them by September 1, 1964, to obtain junior college certification.

On November 10-11, 1961, the four resource committees, each chaired by one or more members of the State Central Coordinating Committee, held their first meeting; on January 5-7, 1962, their second meeting; and on March 15-18, 1962, their third and final meeting.

Approximately 75 persons were appointed to official state committees to work on the development of the new credential requirements which were recommended to the Department of Education to implement the new legislation. The names of the members of the California State Central Coordinating Committee on Credential Revision and the positions held by the members at the time of their appointments to the Committee follow:

Manfred H. Schrupp (Chairman), Dean of Education, San Diego State College; Mrs. Talcott Bates, Member, California State Board of Education; William B. Brown, Associate Superintendent, Los Angeles City School districts; Leo F. Cain, Vice President, San Francisco State

College; Gilbert A. Collyer, President, Shasta College, Redding; Carl A. Larson (Secretary), Specialist in Teacher Education, State Department of Education; Rev. Darrell F. X. Finnegan, Chairman, Department of Education, Loyola University, Los Angeles; Irving R. Melbo, Dean, School of Education, University of Southern California; James C. Stone, Director of Teacher Education, School of Education, University of California, Berkeley; Robert W. Webb, Professor of Geology, University of California, Santa Barbara.

The following persons served on the Standard Teaching Credential Resource Committee: Chairmen: William B. Brown, Mrs. Talcott Bates, Carl A. Larson, and James C. Stone, all members of the State Central Coordinating Committee. Members: Harold Bacon, Professor of Mathematics, Stanford University; Mrs. Frederick W. Bauer, American Association of University Women; Theodore M. Bowen, Division Chairman, Science, Engineering, and Mathematics, Cabrillo Junior College, Watsonville; Jessie Boyd, Director of Libraries, Oakland City Unified School District; Wendell E. Cannon, Professor of Education, University of Southern California; Mrs. Helen Dow, California Congress of Parents and Teachers, Sacramento; Francis W. Doyle, Chief, Division of Special Schools and Services, State Department of Education; Robert Forbes, Coordinator, Junior College Education, Los Angeles State College; Alfred H. Grommon, Professor of Education and English, Stanford University; Russell Hadwiger (high school teacher), Riverside City School districts; George V. Hall, Assistant Superintendent in Charge of Instruction, San Diego City Unified School District; Charles E. Hamilton, Executive for Teacher Education, California Teachers Association; A. C. Helmholtz, Chairman, Department of Physics, University of California, Berkeley; Mrs. Jane Hood, Assistant to Superintendent of Public Instruction, State Department of Education; J. H. Hull, Superintendent, Torrance Unified School District; Lloyd G. Ingles, Head, Life Science Division, Fresno State College; J. Marc Jantzen, Dean, School of Education, University of the Pacific, Stockton; L. L. Jones, Superintendent, Ventura Unified High School District; Nancy Lofton (teacher), Monte Vista Elementary School, Monterey; Leland L. Medsker, Professor of Education, University of California, Berkeley; John W. McDaniel, Vice President, San Bernardino Valley College; Mrs. Lelia Ormsby, Professor of Education, Sacramento State College; Delmar T. Oviatt, Dean of the College, San Fernando Valley State College, Northridge; Rev. P. Carlo Rossi, S.J., Professor of Romance Languages, University of San Francisco; Donald W. Rowland, Professor of History, University of Southern California; Sister Elizabeth Ann, Dean, School of Education, Immaculate Heart College, Los Angeles; Wesley P. Smith, Director of Vocational Education, State Department of Education; William G. Sweeney, Dean, Division of Education, San Jose State College; and Olaf

H. Tegner, Head, Department of Education, Pepperdine College, Los Angeles.

The following persons served on the Standard Designated Subjects Teaching Credential Resource Committee: Chairman: Gilbert A. Collyer, member of the State Central Coordinating Committee. Members: Melvin L. Barlow, Associate Professor of Education, Vocational Education and Guidance, University of California, Los Angeles; Joseph C. Bellenger, Director of Vocational Education, San Jose City Unified School District; Lee D. Bodkin, Supervisor, Trade and Industrial Teacher Training, University of California, Berkeley; Edward D. Goldman, Assistant Superintendent, San Francisco City Unified School District; Karl M. Guenther, Principal, Sacramento Evening Junior College; Charles W. Patrick, Assistant Superintendent, San Diego City Unified School District; Rulon C. Van Wagenen, Chief, Bureau of Business Education, State Department of Education; T. Stanley Warburton, Associate Superintendent, Division of Extension and Higher Education, Los Angeles City School districts; and F. Parker Wilber, President, Los Angeles Trade-Technical College.

The following persons served on the Standard Designated Services Credential Resource Committee: Chairmen: Leo F. Cain and Rev. Darrell F. X. Finnegan, members of the State Central Coordinating Committee. Members: Dwight M. Bissell, M.D. (Supervisor, School Physician), San Jose City Unified School District; Earl F. Carnes, Professor of Education, University of Southern California; Milton Chernin, Chairman, Department of Social Work, University of California, Berkeley; Patricia J. Hill, Consultant in School Health Education, State Department of Education; Donald E. Kitch, Chief of Supplemental Education Services, State Department of Education; Mrs. Nadine Lambert, Education Research Project Consultant, State Department of Education; Mrs. Enith P. Linn (school nurse), Sebastopol; Mrs. Ina Lundh, P.H.N., California School Health Association; Dwight E. Lyons, Associate Superintendent, Auxiliary Services Division, Los Angeles City School districts; Helen Prouty, Associate Professor of Education, San Diego State College; Mrs. Agnes S. Robinson, Director, Special Education, Sacramento City Unified School District; James A. Saum, Coordinator of School Guidance Curricula, Sacramento State College; Harry W. Smallenburg, Director of Research and Guidance, Los Angeles County; A. Garth Sorenson, Associate Professor of Education, University of California, Los Angeles; and M. Ruth Tiedeman, Professor of Psychology, San Jose State College.

The following persons served on the Standard Administration-Supervision Credentials Resource Committee: Chairmen: Manfred H. Schrupp and Irving R. Melbo, members of the State Central Coordinating Committee. Members: Fred C. Beyer, Stanislaus County Superintendent of

Schools; Clarence Fielstra, Professor of Education, University of California, Los Angeles; Leslie W. Hedge, Principal, Bakersfield High School; Mrs. Howardine Hoffman, Director of Elementary Education, Los Angeles County; H. Thomas James, Associate Professor of Education, Stanford University; Glenn E. Murdock, Superintendent, La Mesa-Spring Valley Elementary School District; Selmer Ostlie, Professor of Education, Los Angeles State College; Theodore L. Reller, Professor of Education, University of California, Berkeley; Louise Wood Seyler, Deputy Superintendent, Los Angeles City School districts; and Fred T. Wilhelms, Professor of Education, San Francisco State College.

The following persons were appointed to membership on the Standard Teaching Credential Resource Committee by the State Board of Education early in March, 1962: Jean DeMattos, Teacher, Burbank Elementary School, Modesto; Maurice Englander, Teacher, Lowell High School, San Francisco; Mrs. Nadine Fones, Teacher, Cameron School, El Cerrito; Floyd A. Glende, Associate Professor of Music, Humboldt State College, Arcata; Mrs. Fern Jenson, Teacher, Chester Elementary School; Gordon Low, Associate Professor of Education, San Francisco State College; Richard B. Miller, Instructor, San Diego City College; Mrs. Mary E. Rhodes, Teacher, San Luis Obispo High School; Stanley K. Sheinbaum, Executive Director, Committee for Improving Teacher Education, Santa Barbara; and Anne Spellicy, Teacher, South Pasadena Junior High School.

My thanks go to the members who served on each of the resource committees for their interest in developing certification requirements which I might recommend to the State Board of Education. Each of these persons devoted time above and beyond his regular duties to make a contribution to this important work, especially so since each of the three meetings of the resource committees were held on weekends. My thanks also go to the members of the State Central Coordinating Committee for their help. Each of these persons met important commitments with groups other than those they had to meet with the committee. We appreciate the significance of the contributions made by each person on this committee and the help given in establishing the educational standards to be met by members of the professional staffs of our public schools.

The plan utilized by the State Central Coordinating Committee involved a large number of persons who formed themselves into satellite groups for purposes of reacting to proposals made by the State Central Coordinating Committee and the resource committees. We appreciate the assistance of the people who worked in these satellite groups. Education-related organizations made a very real contribution to the work of the State Central and resource committees.

The State Central Coordinating Committee made its final report to the California Council on Teacher Education during the Council's annual spring conference held in Santa Barbara in April, 1962. The Committee made its final report to the State Department of Education on May 28 of this year when its members met with me and my Cabinet for this purpose.

I transmitted the report of the Central Committee to the State Board of Education during its June 1962 meeting and recommended that the major portion of the recommendations in it be adopted by the Board in establishing the requirements for the five credentials created by the Legislature. However, I did recommend several modifications which I believe are in the public interest. These modifications follow:

1. Inclusion of Areas of Recommended Preparation

The Coordinating Committee developed certain areas of preparation which it titled "recommended preparation." These appear in the standard teaching credential to describe subject matter majors, in the designated services credential to describe the preparation recommended to develop competency in both pupil personnel services and health services, and in the supervision and administration credentials to describe the preparation recommended to develop the competencies needed. While the Committee developed these areas of preparation and recommended them as guidelines for the development of programs in teacher education institutions and for inclusion in bulletins and other Department of Education publications, the Committee did not recommend that they be included in the regulations adopted by the Board.

In our opinion, it is essential to include these areas of recommended preparation in the regulations. Subject matter specialists on the resource committees spent a great deal of time and effort in determining the preparation recommended for each type of credential, and it is believed the inclusion of the recommended preparation for each type of credential in Title 5 of the California Administrative Code is needed to establish standards for the development of teacher preparation curricula throughout the many colleges and universities in California. The information will serve also as guidelines for State Board of Education action pertaining to accreditation. In addition, statements of the required preparation are need as criteria for making the necessary evaluations of the preparation of out-of-state applicants. About one-half of all the new teachers employed in California schools each year are secured from other states.

There is a well-established precedent for including descriptions of the recommended preparation in Title 5. For many years similar descriptions of required preparation have been set forth in the requirements for the general secondary credential. We have not found any instances in which the institutions of higher learning believe that these were deter-

rents to good curriculum planning nor where the descriptions curtailed in any way the initiative of the staffs of the institutions. The importance of the requirements for credentials being included in the regulations is emphasized by the fact that they are needed by individuals who are preparing to be teachers as guidelines in determining the breadth and depth of preparation required in their major fields. The inclusion of these guidelines in the regulations, at least for the standard teaching credential, is certainly in keeping with the Legislature's desire to have subject matter preparation emphasized.

2. Postponement of Requirements (Secondary Specialization)

The Legislature mandated that a fifth year of preparation be required for the standard teaching credential with a specialization in elementary teaching, provided however, that the credential might be issued to individuals with four years of preparation and these individuals given a five-year period following their first employment to complete the fifth year of preparation. The State Central Coordinating Committee presented recommendations to implement this portion of the law. The Central Committee also recommended postponement of certain requirements for the junior college teaching specialization. However, no recommendations for postponement of requirements for the secondary teaching specialization were made by the Committee. The Committee received a number of recommendations from school districts to postpone requirements for the teaching specialties covered currently by special secondary credentials. These credentials are for agriculture, art, business education, homemaking education, industrial arts, music, nursing education, physical education, and speech arts.

We believe it wise to provide for a period of transition from the four years of preparation now required in these areas to the five years of preparation required in the law by allowing persons majoring in these fields to complete the fifth year required within five years of first employment. There seems to be as much justification for postponing requirements at the high school level as there is for postponing them at the elementary and junior college levels. We believe, however, that the postponement should not be within the major subject matter areas and that, before an individual is permitted to teach subjects in these areas, he should be required to complete a major in the subject field to be taught. This also is in keeping with the language of the law to emphasize subject matter preparation.

3. Additional Major and Minor Requirements Beyond the Baccalaureate Degree for Credentials

The report does not make clear the fact that the State Board of Education does not have jurisdiction in the establishment of standards for

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majors and minors leading to baccalaureate degrees in California colleges and universities. The law specifies that every applicant for a Standard Teaching Credential must complete a baccalaureate degree with a major and a minor. In the proposed regulations we have outlined the major and minor requirements for credential purposes. In certain instances these requirements may go beyond those established by institutions of higher learning for degree purposes.

This is not a departure from either the intent of the State Central Coordinating Committee or its desires. We merely state here that this point should be clear in the regulations which are established.

4. *Single Standard for In- and Out-of-state Preparation*

In one instance it seems that the Committee has separate sets of standards for California institutions and for out-of-state institutions. The Committee's proposal regarding the Standard Teaching Credential requirements provide that a minimum of 45 semester hours of preparation in general education be required of applicants from both out-of-state and in-state institutions, but that applicants from out-of-state institutions be required to have their course work distributed within a prescribed pattern of five curriculum areas, whereas applicants from California institutions would be permitted to employ any pattern they chose.

When states removed certification requirements that were purely provincial, they made a great step forward, and it is for this reason that we do not believe we should establish standards of such nature. If a prescribed pattern in general education is desirable for applicants from out-of-state institutions, it is also desirable for applicants from California institutions.

5. *Postponement of Requirements for Teachers in Internship Programs*

The recommendations of the Committee provide for postponement of requirements on the basis of the employment of persons as teaching interns. We heartily concur with this recommendation of the Committee inasmuch as internship programs have produced successful teachers. The Committee recommended that we grant the Standard Teaching Credential at all three educational levels on a postponement of requirements basis for persons who will serve as interns in the public schools under the joint supervision of an approved college or university in California and the school districts in which they are employed. The Committee report does not establish the baccalaureate degree as the minimum standard for the issuance of such postponed credentials; however, we recommend that the baccalaureate degree be established as the minimum standard for this purpose.

At the present time, all internship programs for secondary schools have a baccalaureate degree as a minimum academic requirement. Ele-

mentary teaching internships at the present time do not have this requirement. We believe the Board of Education should establish a baccalaureate degree as the minimum requirement for each of these programs. It might even be advisable to establish the master's degree as the minimum requirement for junior college interns since it will be difficult for a junior college intern to complete within 12 months' time a year of graduate work and the master's degree requirements in a subject matter area and also serve as a full-time teacher. All interns should have completed a substantial amount of graduate work before entering an internship at this level if they expect to obtain credentials within a one-year period.

6. *Academic Subject Matter Majors and Minors*

One of the very important but extremely difficult problems facing the State Board of Education is the implementation of Education Code Section 13188, which defines an academic subject matter area. The State Coordinating Committee did not make a firm recommendation regarding how the provisions of this section of the Code should be implemented. The Committee did present to the Department the recommendations of the Standard Teaching Credential Resource Committee regarding ways the provisions might be implemented. However, the Coordinating Committee did not believe the solution proposed or any other solution it had studied made the necessary differentiation between academic and non-academic subject matter areas.

The law approaches the problem in two steps. First, the law defines the subject matter areas that are academic as follows:

"Academic subject matter area" refers exclusively to the natural sciences, the social sciences (other than education and educational methodology), the humanities, mathematics, and the fine arts.

Thus, certain subject matter areas are academic by legislative definition. Second, the law gives the State Board of Education authority to designate as academic, at a specific institution, a subject matter area that does not qualify as academic by title. This portion of the law reads as follows:

... The State Board of Education may consider a given subject matter major, whatever its title, to be an academic subject matter major if it finds that at the specific institution, the required courses and the content of such courses within the major are equivalent to those of an academic subject matter major.

Thus, the two problems to be faced are (1) determining which of the subject matter areas, commonly taught in the public schools and offered by teacher education institutions as majors and minors, are academic; and (2) adopting criteria for determining if a subject matter area which is not academic by title should be designated by the Board as academic when it is petitioned to do so.

We have recommended that the State Board of Education designate in the regulations the subject matter areas commonly taught in the public schools which it considers academic by the definition in Education Code Section 13188, and that it adopt criteria by which subject matter areas, not academic by title, can be compared with academic subject matter areas when either an individual, a college, or a university petitions the State Board of Education to do so. The State Board of Education has asked the staff of the Department of Education to develop a list of majors that are academic.

7. Requirements Recommended for the Designated Services Credential

Serious questions have been raised by a number of educators who have studied the recommendations of the State Central Coordinating Committee on Credential Revision relative to the Standard Designated Services Credential. They have asked whether or not the requirements proposed for both the pupil personnel and health specializations are too detailed, increase the number of specialties unreasonably, and tend to restrict unduly the normal and expected counseling and health education activities of teachers. The Central Committee has recommended that all counseling positions require the holding of a credential regardless of the amount of time spent in counseling.

Because of the short amount of time available for study since receipt of the final recommendations, we have not had ample time to complete our analysis of these two designated service areas or to make specific recommendations for changes if indeed any are indicated. This is an extremely complicated credential, and careful study is needed to understand all of the recommendations made. We are continuing our study of the requirements recommended for this credential.

HIGHLIGHTS OF THE PROPOSED REGULATIONS AND THE REPORT OF THE STATE CENTRAL COORDINATING COMMITTEE ON CREDENTIAL REVISION

The Licensing of Certificated Personnel Law of 1961 created a new credential structure, consisting of a standard teaching credential with specializations in elementary teaching, secondary teaching, and junior college teaching; a standard designated subjects teaching credential; a standard designated services credential; a standard supervision credential; and a standard administration credential.

When the new credential requirements recommended to the State Board of Education are compared with the requirements now in effect, the emphasis which will be placed upon the academic preparation of teachers becomes evident. For example, individuals wishing to become elementary teachers will be required to complete subject matter majors and minors. In the past this has not been mandatory. Junior high school,

senior high school, and junior college teachers will be required to have substantially more extensive subject matter preparation than has been required in the past.

A summary of the requirements recommended to the State Board of Education for each of the new credentials follows:

1. *The Standard Teaching Credential with a Specialization in Elementary Teaching*

The requirements proposed for the Standard Teaching Credential with a Specialization in Elementary Teaching are a baccalaureate degree and one additional year of postgraduate work; 45 semester hours of general education covering the humanities, social sciences, sciences, mathematics, and fine or applied arts; and a major and a minor each in a subject commonly taught in the public schools. Either the major or the minor must be in an academic area. Subject matter majors are provided in the social sciences, sciences, English, foreign languages, mathematics, music, and art.

A diversified major covering English, mathematics, the sciences, social sciences, music, and art will qualify as an academic major. Requirements for majors range from 30 to 36 semester hours of work, depending upon the major fields; minors in the same field as majors, 20 semester hours. Competency in the subjects which the law requires to be taught in California elementary schools is to be required. This competence is to be demonstrated by the completion of work offered in the various subject fields by institutions of higher learning or by passing examinations in such subjects that are administered by the institutions.

Student teaching in the amount of eight semester hours is recommended, as well as 16 semester hours of course work in psychology, sociology, history, philosophy of education, procedures of instruction in subjects commonly taught in the elementary schools, and curriculum material used in the elementary schools.

To serve as school librarians, individuals must have had 28 semester hours of technical library preparation. Individuals now preparing to teach exceptional children must complete from 30 to 45 semester hours of appropriate specialized college preparation.

Teachers who hold the Standard Teaching Credential with a Specialization in Elementary Teaching are authorized to teach all subjects in kindergarten and in grades one through nine if they have earned academic majors. If they have not earned academic majors, they may teach only subjects in their major and minor fields.

2. *The Standard Teaching Credential with a Specialization in Secondary Teaching*

The requirements proposed for the Standard Teaching Credential with a Specialization in Secondary Teaching are a baccalaureate degree;

a year of postgraduate preparation; 45 semester hours of general education to include work in the humanities, social sciences, sciences, mathematics, and fine or applied arts; and a subject matter major and a subject matter minor commonly taught in the public schools. Either the major or the minor must be in an academic area. Requirements for majors range from 36 to 45 semester hours of course work, depending upon the major fields, minors from 20 to 24 semester hours. Majors acceptable for certification are in agriculture, art, business education, English, home economics, industrial arts, life sciences, music, physical sciences, social sciences, speech and drama, foreign languages, mathematics, health sciences, and physical education.

Eight semester hours of student teaching and 14 semester hours of course work in psychology, sociology, history, philosophy of education, and curriculum methods and materials applicable to subjects taught in junior and senior high schools are proposed. As in the elementary specialization, applicants may substitute specialized preparation for school librarianship or special education for the subject matter minor required.

Teachers who hold this credential are authorized to teach, in grades seven through twelve, courses that fall within their subject matter majors and minors. The credential does not authorize a teacher to teach subjects outside his major or minor unless formal permission to do so is given by the governing board of the school district in which he is employed.

3. *The Standard Teaching Credential with a Specialization in Junior College Teaching*

The following requirements are proposed for the Standard Teaching Credential with Specialization in Junior College Teaching: a master's degree in a subject field, or a higher degree; 45 semester hours of general education including work in the humanities, social sciences, sciences, mathematics, and the fine or applied arts; and a subject matter major and minor commonly taught in the public schools, one of which must be academic. Majors may be earned in such fields as earth sciences, life sciences, social sciences, communication arts, physical sciences, and also in any subject commonly taught in the public schools and offered for degree purposes in institutions of higher learning.

Single subject majors may be earned in such fields as history, chemistry; joint subject majors may be earned in combinations such as physics-mathematics, history-economics; and field majors may be earned in areas such as the life sciences and social sciences. Minimum requirements for majors are 36 semester hours for single subject majors, 56 semester hours for joint subject majors, and 76 semester hours for field majors. Minors, it is recommended, should require 20 semester hours.

The requirements for this credential are four semester hours of student teaching and six semester hours in specialized study relating to the

characteristics of junior colleges and junior college students, and psychology of education and methods of instruction and instruction materials appropriate for teaching at the junior college level.

This credential authorizes the holder in grades thirteen and fourteen and in grades eleven and twelve to teach subjects within his subject matter major if he has successfully completed student teaching or has had teaching experience. No junior college teacher may teach a subject within his subject matter minor unless the governing board of the district maintaining the junior college authorizes him to do so. No authorization may be granted a junior college teacher to teach subjects other than those in his subject matter major or minor.

4. *The Standard Designated Subjects Teaching Credential with a Specialization in Vocational, Trade, and Technical Teaching*

According to the recommendations, a person who desires to teach a vocational subject may qualify for the Standard Designated Subjects Teaching Credential with a Specialization in Vocational, Trade, and Technical Teaching in several ways: by having an engineering degree or engineering registration and work experience, a baccalaureate degree and occupational experience related to the degree, or an Associate in Arts degree and three years of experience as a journeyman.

Appropriate written and manipulative examinations are recommended for the determination of subject matter competency, and a total of 18 semester hours related to the scope of vocational education, educational psychology, and student teaching is proposed.

The holder of this credential may teach in grades nine through fourteen the vocational or technical subjects named on the credential.

5. *The Standard Designated Subjects Teaching Credential with a Specialization in Business Education*

The requirements recommended for the Standard Designated Subjects Teaching Credential with a Specialization in Business Education are a baccalaureate degree; professional courses in the amount of 10 semester hours to include curriculum development, instructional procedures and techniques, and student teaching; demonstration of mastery of the business subjects to be named on the credential; and three years of successful experience in an occupation related to the subject to be taught. This credential authorizes the holder to teach in junior and senior high schools the business subject or subjects named on the credential.

6. *The Standard Designated Subjects Teaching Credential with a Specialization in Subjects to Be Taught to Classes in Adult Education*

The requirements recommended for the Standard Designated Subjects Teaching Credential with a Specialization in Subjects to Be Taught to

Classes in Adult Education are five years of post high school education or experience, or of both; 10 semester hours of college and university education appropriate to the teaching of adults; and six semester hours of student teaching.

The holder of this credential is authorized to teach the subject or subjects named on the credential to persons in adult education classes.

7. *The Standard Designated Subjects Teaching Credential with a Specialization in Subjects with Limited Purposes*

The proposal is that the Standard Designated Subjects Teaching Credential with a Specialization in Subjects with Limited Purposes serve the following functions: aviation flight instruction, aviation ground instruction, public safety and accident prevention—including driver education and driver training, military science and tactics, and any other limited authorization approved by the State Board of Education. Each function may be performed in the public schools when appropriate federal certificates, teaching experience, college or university course work, or appropriate military qualifications have been verified.

8. *The Standard Designated Subjects Teaching Credential with a Specialization in Subjects Commonly Taught in the Public Schools by Persons of Outstanding Eminence*

The recommendations provide that the governing board of a school district, with the approval of the county board of education of the county in which the district is located, may recommend a person of outstanding eminence in a field commonly taught in the public schools for a teaching credential authorizing teaching service in California public schools, provided the district will employ the individual when the credential is granted. This is the first time that California school districts have been permitted to employ outstanding scholars or scientists without first being assured that the ones employed possessed the necessary educational preparation to meet the certification requirements.

9. *The Standard Designated Services Credential with a Specialization in Pupil Personnel Services*

The recommendations pertaining to the Standard Designated Services Credential with a Specialization in Pupil Personnel Services cover the services provided by a counselor, psychologist, child welfare worker, social worker, or rehabilitation counselor.

Preparation for each of these specializations will encompass a minimum of five years of college or university preparation, including a baccalaureate or higher degree, except that a master's or higher degree will be required for school psychologists, social workers, advanced counselors, child welfare workers, and rehabilitation counselors.

The preparation required for each of the specializations is based upon the types of services the holder is authorized to render in the public schools as designated on the credential.

10. *The Designated Services Credential with a Specialization in Health*

The Designated Services Credential with a Specialization in Health covers the services provided by a nurse, physician, dentist, dental hygienist, oculist, otologist, psychiatrist, optometrist, podiatrist, or clinical psychologist. A minimum of five years of college or university education is recommended to qualify individuals in each of these health specialties to render services in the public schools.

It is recommended that the holder of this credential be authorized to render the specific health service which is named on the face of the credential.

11. *The Standard Supervision Credential*

The requirements recommended for the Standard Supervision Credential total six years or its equivalent of college or university education with a master's or higher degree.

Special preparation covering various aspects of supervision of instruction in the public schools is required. In addition to the formal educational requirements for this credential, five years of successful full-time classroom experience and a basic teaching or service credential are required.

It is recommended that this credential authorize the holder to supervise any aspect of education in the public schools in which he holds a basic credential. The holder of a supervision credential is also authorized to serve as a principal if he holds a basic teaching credential and has an earned academic subject matter major.

12. *The Standard Administration Credential*

The recommended requirements for the Standard Administration Credential, which will authorize the holder to serve as a superintendent of schools in California, are seven years of college or university education with a master's or higher degree; a valid standard (new type) teaching credential or valid general (old type) teaching credential; and five years of successful full-time classroom teaching experience. A portion of the preparation for this credential is concentrated in areas in which long experience has shown that school administrators should be competent, such as the legal and financial aspects of education, school management, community relationships, personnel management, curriculum development, educational measurements, and research.

No person can be granted the administration credential unless he has an earned academic subject matter major.

ANALYSIS OF THE LICENSING OF CERTIFICATED PERSONNEL
LAW OF 1961

The Licensing of Certificated Personnel Law of 1961 added Article 1.5, beginning with Section 13187, to Chapter 2, Division 10, of the Education Code. It also amended Education Code Section 12902 of Article 1, Chapter 1, Division 10. This legislation became effective on September 15, 1961, and, except as follows, will become operative on July 1, 1963: Education Code Sections 13188, 13193, 13194, and 13195.5 became operative on September 15, 1961.

The Legislature established five separate types of credentials: a standard teaching credential with specializations in elementary teaching, secondary teaching, and junior college teaching, respectively; a standard designated subjects teaching credential; a standard designated services teaching credential; a standard supervision credential; and a standard administration credential.

The legislation protects all current holders of credentials by guaranteeing that the credentials held may be renewed without meeting additional requirements provided the credentials are not permitted to lapse. The State Board of Education is authorized to substitute a new type of credential for an old type of credential provided the new credential is not less restrictive in its authorization (Education Code Section 13187.1). While in some respects the authorizations granted by the Legislature are broader, in general they are more restricted. For example, the standard teaching credential with a specialization in elementary teaching authorizes the holder to teach kindergarten and grades one to nine, inclusive, whereas the present general elementary credential authorizes the holder to teach in kindergarten and grades one to eight, inclusive. On the other hand, the holder of a standard teaching credential who does not hold an academic major may only teach in his major or minor field, or in both.

Under the new law the preparation of elementary teachers and of certain secondary teachers will require five rather than four years of college preparation, except that elementary teachers may postpone the fifth year of preparation until they are employed as elementary teachers. They will then have five years to complete the fifth year of preparation (Education Code Section 13189). Under current State Board of Education regulations the following special secondary credentials presently require four years of preparation:

Vocational Agriculture
Art
Business Education
Homemaking Education
Industrial Arts

Music
Nursing Education
Physical Education
Speech Arts

Under the new law the subject areas covered by these nine special secondary credentials will be treated as majors and minors or as both in the standard teaching credential.

The law specifies that every elementary, junior high school, senior high school, and junior college teacher whose teaching service is authorized by the standard teaching credential must have earned a subject matter major and minor commonly taught in the public schools—one of which must be academic. Education Code Section 13188 defines "academic subject matter area" as follows:

"Academic subject matter area" refers exclusively to the natural sciences, the social sciences (other than education and educational methodology), the humanities, mathematics, and the fine arts.

When a subject matter major does not qualify by title as *academic* as defined in this section of the Code, Section 13188 authorizes the State Board of Education to determine if the subject matter major in question is equivalent to an academic subject matter major and to designate it as academic when it so qualifies. This authorization is set forth in the Code as follows:

... The State Board of Education may consider a given subject matter major, whatever its title, to be an academic subject matter major if it finds that at the specific institution the required courses and the content of such courses within the major are equivalent to those of an academic subject matter major.

The State Board of Education is given authority to define the terms "major" and "minor." (The law specifies that both elementary and secondary teachers must earn baccalaureate degrees in institutions approved by the State Board.) The law requires that the Board accept as majors and minors those offered by approved institutions for baccalaureate degree purposes if commonly taught in the public schools, and authorizes the Board to define majors and minors for credential purposes and to promulgate such additional requirements in majors and minors as it may deem necessary.

In its authority to promulgate additional requirements, the State Board of Education is directed to emphasize academic and subject matter preparation, professional preparation, and student teaching or its equivalent in teaching experience. While the law provides for the acceptance for credential purposes of baccalaureate degree majors and minors, it directs that emphasis be given to academic and subject matter preparation. The Board may accomplish this legislative direction by increasing the minimum number of semester hours required for each major and minor in a subject commonly taught in the public schools and acceptable for credential purposes beyond those required for baccalaureate degrees (Education Code Sections 13189(b), 13191(c), 13193(c)).

The State Board of Education is directed to establish and approve a diversified major consisting of academic subject matter courses for the

standard teaching credential with a specialization in elementary teaching. In establishing this major, the Board is asked to recognize the need of elementary teachers for generalized preparation in fields such as English, including grammar and literature; mathematics; science; social studies; music; and art. In this instance the Board may discharge its obligation by defining the minimum number of semester hours that will be required and by detailing the academic areas that must be covered (Education Code Section 13189(a)).

Current credential requirements provide a separate type of credential authorizing service as a school librarian and another special credential authorizing service in each of the following five areas of special education: the deaf and hard of hearing, the mentally retarded, the orthopedically handicapped including the cerebral palsied, the visually handicapped, and speech and hearing. Librarianship and special education will now each constitute an area of specialization in the standard teaching credential and are so defined in the law (Education Code Section 13188(b)).

Junior college teachers will be required to have earned a master's or higher degree. The law does not specify whether such degrees must be in subject matter areas (Education Code Section 13193(b)), but there is authority under the authorization to adopt additional requirements and to designate the subject areas in which master's degrees will be acceptable (Education Code Section 13193(c)).

Elementary teachers are authorized to teach all subjects, kindergarten through grade nine, when they have earned academic subject matter majors. When an elementary teacher has not earned an academic subject matter major, he is authorized to teach only in the area of his major and minor. Junior high school and senior high school teachers are authorized to teach in the areas of both their subject matter majors and minors but may teach other subjects if they are given annual permission to do so by the governing board of their respective districts (Education Code Section 13192(d)). Junior college teachers are authorized to teach in their subject matter majors but may teach in the area of their subject matter minors when given annual permission to do so by the governing boards of their respective districts. A junior college teacher may not teach outside of his major and minor (Education Code Section 13194(c)). No person may serve as a school librarian nor teach in a special education field unless he has completed the appropriate requirements as outlined in the law and by the State Board of Education (Education Code Sections 13190(a)(d), 13192 (d)(e), 13194(d)(e)). The law is also clear in not authorizing any person to serve as a principal or as a superintendent in California public schools unless he has earned an academic subject matter major (Education Code Section 13197.2).

No one may supervise instruction in an area in which he may not teach nor at a grade level at which he may not teach. In addition, he must have earned a supervision credential (Education Code Section 13197.1(c)).

The requirements for designated subjects teaching credentials are left almost exclusively to the State Board of Education, although the law requires the Board to establish such general and specific standards relating to the subject or trade to be taught as are appropriate. The Board is given authority to require professional education and student teaching. The Board is required to establish a specialization in vocational trade and technical training. The law also specifically authorizes the holder of a standard designated subjects teaching credential with a specialization in vocational trade and technical teaching who also meets requirements for a standard supervision credential to supervise and administer programs of trade and technical education in school districts or in schools where the curricula are predominantly trade, technical, or industrial in nature (Education Code Sections 13195, 13195.5).

The requirements for standard designated services credentials are also left generally to the discretion of the State Board of Education; however, the law directs the Board as follows (Education Code Section 13196):

Except where inappropriate the fifth year shall be substantially devoted to academic and clinical training for the services in which the credential is sought.

Another important aspect of the law is the authority given to the Board to grant any of the five credentials on a postponement of requirements basis. The Board is asked to establish a reasonable amount of time for the completion of the requirements (Education Code Section 13197.3). In this connection the law specifies that elementary teachers who obtain credentials on a postponement of requirements have five years after they accept their first teaching positions to complete the fifth year (Education Code Section 13189).

The law further authorizes the Board to grant a designated subjects teaching credential to any individual who is eminent in a subject which is commonly taught in the public schools. Credentials for such eminent people must be requested by local governing boards of school districts in which they are to be employed (Education Code Section 13197.5).

EMPHASIS OF PROFESSIONAL EDUCATION

One of the frequent questions asked pertains to the extent to which the Licensing of Certificated Personnel Law of 1961 mandates the State Board of Education to de-emphasize the amount of professional education that it will require for the standard teaching credential. The answer to this question is that the law does not mandate such de-emphasis.

The minimum requirements for the standard teaching credential with specializations in elementary, secondary, and junior college teaching are contained in Education Code Sections 13189, 13191, and 13193.

In the bill as originally introduced, each of these sections, after setting forth certain statutory requirements, contained the following provision:

Such additional requirements as may be prescribed by the State Board of Education. Such requirements shall include experience in a practice teaching program or its equivalent in teaching experience.

In the February 22 amendment to the bill the foregoing provisions of Education Code Sections 13189 and 13191 were changed to read as follows:

Such additional requirements as may be prescribed by the State Board of Education. In promulgating any additional requirements the State Board of Education is hereby directed to emphasize academic preparation and student teaching and de-emphasize education and methodology courses.

Among numerous changes made to Education Code Section 13193 on February 22 the following provision was made:

The State Board of Education shall not require any method or education courses or program of student teaching as a condition for securing a standard teaching credential with a specialization in junior college teaching.

An amendment to the bill made on March 14 removed the following phrase from Education Code Sections 13189 and 13191:

and de-emphasize education and methodology courses.

An amendment to the bill made on March 21 caused numerous changes in the three sections, including the addition to Education Code Sections 13189 and 13191 of the three italicized words in the statement that follows:

In promulgating any additional requirements the State Board of Education is hereby directed to emphasize academic *and subject matter* preparation and student teaching.

The amendment to the bill made on April 21 changed Education Code Section 13193 by deleting the prohibition against method and education course requirements for the junior college credential and substituted therefor the same provision set forth in Education Code Sections 13189 and 13191.

An amendment to the bill made on May 26 effected a significant change in each of the Education Code Sections 13189, 13191, and 13193 by adding "professional preparation" as one of the requirements to be emphasized by the State Board of Education.

As finally enacted, each of the Education Code Sections 13189, 13191, and 13193 contain substantially identical language as follows:

Such additional requirements as may be prescribed by the State Board of Education. In promulgating any additional requirements, the State Board of Education

is hereby directed to emphasize academic and subject matter preparation, professional preparation, and student teaching or its equivalent in teaching experience. [Section 13193 omits the words "in teaching experience."]

CONSIDERATION BY THE STATE BOARD OF EDUCATION

The State Board of Education will hold a public hearing on the proposed credential requirements on September 13 and 14, 1962. This meeting will be held in the Los Angeles County Board of Supervisors' room, 500 West Temple Street, Los Angeles, beginning at 9 a.m. The report of the State Central Coordinating Committee on Credential Revision and the regulations proposed by the State Superintendent will form the frame of reference for the hearing.

All organizations, groups, and individuals are invited to attend the meeting to make their wishes known. All who would like to express themselves at this meeting are requested by the Board to write my office, giving their names and stating whom they will be representing. The statements to be made at the meeting should be written so that they can be made available following the presentations for inclusion in the record of the meeting. At the conclusion of this meeting the Board will review the recommendations and give appropriate consideration to each presentation that was made.

The complete revision of California's credential requirements has been under way for many years, but we are now in the concluding stages of this most important task.

I can think of no educational problem which has received a comparable amount of study and consideration by all segments of education in California as has the credential revision issue. We want to implement Senate Bill No. 57 so as to accomplish its two major purposes: (1) increased subject matter preparation for all teachers; and (2) assignment of all teachers to teach subjects for which they have adequate preparation.

PRESSURES ON CHILDREN AND YOUTH

HELEN HEFFERNAN, *Chief, Bureau of Elementary Education*

Correspondence received by the California State Department of Education and contacts made with teachers, pediatricians, psychiatrists, parents, and citizens generally reveal a growing concern about the increasing demands on the schools and the resulting pressures on children and youth.

A letter was sent by the Bureau of Elementary Education to a selected group of elementary and secondary school principals, members of the education faculties of teacher education institutions, and officers of parent teacher associations to secure an expression of the nature and significance of these pressures. In reporting the results of this survey no attempt was made to give the number of persons holding a specific point of view, for the major purpose of the survey was to determine the extent of public and professional concern about pressures on children and youth.

The preparation of this report involved careful analysis of hundreds of statements, but any statistical tabulation in relation to it would be meaningless because of the varied points of view from which the individuals responded. Some responses grew out of faculty meetings, some out of meetings of parent teacher association units and councils, and others out of meetings of small groups of professional educators who used the inquiry as a discussion topic. The responses were gratifying in quantity and quality.

The value of such a study becomes apparent to the individual who examines the responses. To preserve this value, direct quotations have been made from the letters, but without identification beyond that of the group represented.

Various ways of organizing the data suggested themselves, but the categories seemed somewhat abstract. Finally, the individual responses were distributed under the following ten categories of sources of pressure in full realization that overlapping occurred between the categories:

1. Fear of the future
2. Demands to get ahead academically
3. Unrealistic demands for scholastic achievement
4. Demands to push advanced curriculum in lower grades
5. Demands to lay on the homework
6. Competitive race for college
7. Demands to get ahead socially
8. Overcrowding the lives of children
9. Conflict in values
10. Questionable school practices

Items 2, 3, 4, 5, and 6 might have been subsumed under "demands to get ahead academically" while items 7, 8, and 9 might have been subsumed under "demands to get ahead socially." Perhaps item 1 is the most pervasive cause of all pressures—many respondents stated or implied that this was so. Item 10, questionable school practices, pertains to practices that are criticized most probably as a result of all the pressures on the schools.

In a recent article in *Curriculum Exchange*, Sybil K. Richardson addresses herself to the same problem in the following statement:

In today's shrinking world, feelings of national insecurity and uneasiness about the future—even tomorrow's headlines—grip people everywhere. In our society, as in other societies, when adults are fearful, renewed attention is turned upon children and youth. When the elders feel weak, ashamed of their indulgences or guilty of their inertia, they do not easily resolve to change themselves, to be themselves stronger, more moral or courageous. Instead, the imperative is handed to the children and youth, who must try harder and become more purposeful. Many evidences of this transmittal to the young of the hope for survival are seen today in the increasing, and sometimes conflicting, demands upon schools and the inevitable pressures with which children are having to cope.¹

FEAR OF THE FUTURE

Chet Huntley's broadcast on April 28, 1962, showed the Easter vacation antics of college students at Daytona Beach, Florida, and youth speaking frankly about the future. Never before has a generation of young people had to face up to the possibility of annihilation. Wars have been fought before but somehow civilization has survived. Sometimes adults act as if children and youth were unaware of the milieu in which they live, but in this instance youth spoke out clear and loud about their world, and it was not the carefree joyous world that romantic adults associate with youth.

It was astonishing, therefore, to find that only three comments among the responses indicated that world conditions exert pressure on children. First, a parent says that the major pressure on youth is "... fear generated by the race with Russia."

Secondly, a junior high school principal makes the following statement:

Our counselors, parents, and teachers seem to feel that young people exhibit a kind of "free-floating" anxiety. They show worry or tension without knowing the source of those feelings. I believe they catch it from the adults around them. Some teachers and parents are so terribly afraid that they communicate their fears to children. Putting pressure on children is a way adults make themselves feel safer or more comfortable. Since the search after love and security, a sense of worth is an ever present and insistent pressure, children try hard to meet the demands of the adults around them.

Finally, the head of the education division of one of our state colleges observes the following.

¹ Sybil K. Richardson, "Toward Understanding Contemporary Pressures on Children and Youth," *Curriculum Exchange*, Vol. IV (March, 1962), 1.

Our young people today are in a far different culture than they were 25 or 50 years ago, and the problems of continued education, of employment, of marriage, of happiness or security bother teenagers far more than they did 50 years ago.

What can education do to help youth think through these problems? Education does not function at its best in a social climate that is fraught with fear and insecurity. The more realistically education can help youth understand the problems of their times, the better they can face these problems with some measure of equanimity.

Every youth in high school and in college is deeply concerned about his military service obligation, not only for reasons of personal safety but also because of its effect on his education, his career, his plans for establishing a family, and his role as an adult citizen.

A professor of education expressed the following point of view about how youth looks at the world and the opportunities it affords for attaining adult status:

The greatest pressure on our preadolescents and adolescents is that our frightened, frantic, urbanized culture has no place or no use for these youngsters. Their work is not needed by anyone at home or school or elsewhere. Their play facilities are inadequate and much of what does exist is inappropriate for the ages it is designed to serve. Their school life is almost completely divorced from anything else that concerns them. Young people in and out of school are *deeply* bored with school and this is one of the most severe pressures for a human being to withstand—especially when it is compulsory boredom.

During the period of preadolescence and adolescence, youth must achieve certain crucial developmental tasks if they are to attain full maturity. The responsibility of adults who would serve youth is to provide opportunity for them to understand their own physical, social, and intellectual development, learn to relate to their peers and adult society, and deepen their understanding of the world in which they hope to eventually play a mature role.

DEMANDS TO GET AHEAD ACADEMICALLY

The pressure for children and youth to succeed academically is generally recognized. One school superintendent describes it as "a somewhat persistent overemphasis on the imperativeness of academic education and a consequent lessening of interest in and emphasis on cultural aspects of living."

The current emphasis on grades is deplored by a professor of education because this pressure ". . . interferes with learning, rewards only a narrow range of abilities, and creates vast amounts of docility and hostility."

Still the pressures for grades, for formal report cards, for rigid marking systems, for rigid standards continue, and teachers face pupils day after day whose physical and emotional maturity is not sufficient to withstand these extra pressures.

A well-known professor of psychology points out the dangers inherent in these pressures in the following statement:

The current obsession with the so-called "raising of standards" results simply in making school success more difficult, loading youngsters with more busy work, and using a stiffer yardstick for giving letter grades even on the primary level. We will pay a high price for this in producing blocks to learning and in juvenile delinquency.

A university professor in the field of mathematics, who looks askance at what is happening in his own field, states:

In my opinion many districts and/or teachers are pressuring youngsters with subject matter. As I look around, I see more and more places pressuring the child with science and mathematics in particular.

A parent who looks squarely at the contemporary prestige of the so-called academic subjects, says:

Surprisingly, even though we are all aware of the high fees earned by those in the trades and crafts, parents are notoriously reluctant to accept the idea of manual occupations for their offspring. How can we reconcile the great desire for material gain with the desire for a white-collar job? The anxiety to obtain social prestige must be the answer. Parents here seem to be thinking of themselves only, of the embarrassment they would feel if the child is to be in the crafts.

Our preoccupation with academic subjects is leading to disaster for some of our youth. A nationally known professor of education points out a crucial problem that confronts us when we neglect a large segment of our population because specious values have gained social acceptance:

The greatest single pressure upon youth in our time—especially boys—is the tension with reference to getting a job and with reference to economic independence in general. Something pretty close to half of all unemployment in this country refers to boys who have either dropped out of high school and are still of about high school age, or to graduates of the past two or three years—these two groups in about equal proportion. The terrible magnitude and the destructive quality of this problem is only sporadically being glimpsed even by the more socially sensitive among us. The *Saturday Evening Post* series under the general title, "We Waste a Million Kids a Year," delineates the size and intensity of the problem pretty well. What this prospect of uncertainty of having a job does to a kid only somebody who has once been out of a job can possibly estimate.

A coordinator of curriculum, confronted with the necessity of organizing a well-balanced educational program for a wide range of abilities and interests, sums it up as follows:

The extreme academic pressure being brought to bear by the general attitude of the public is exemplified by recent legislation. This causes extreme frustration with children and youth in attempting to achieve a balanced program of instruction, including art, music, homemaking, and the industrial arts. Students who are primarily interested in these areas often find themselves spending almost all of their time taking the required foreign language, science, mathematics, additional English, and the like.

A parent comments on the possible loss to society in this race of youth to be among the "gifted."

Academically, I do not feel the pressure is too great on the elementary level, with the possible exception of the accelerated program on some students.

I have been told this "gifted child" program is being offered to approximately 25 percent of the youngsters of elementary age. I feel this is a high percentage and could include "over-achievers" who become discouraged and flounder when they reach junior high or high school. It would be a tragedy to lose high average, good students through discouragement of being expected to compete at a level too high. Perhaps a closer evaluation and more adequate screening might show 10 percent or 15 percent to be a truer picture of gifted children.

I think the reason many of our youngsters who should be well-adjusted, average, worthwhile, happy students are unhappy and frustrated is because we have become obsessed with proving that they are as smart as we have been told Ivan is.

UNREALISTIC DEMANDS FOR SCHOLASTIC ACHIEVEMENT

Unrealistic demands upon children and youth seem to stem from unwillingness to accept what is now known about individual differences. One elementary school principal expresses it this way:

These pressures seem to me symptomatic of our reluctance to accept, or our unawareness of, the complete uniqueness of each individual. Being unique, we perceive and react differently to stimuli; we grow at different rates. We find a wide range in abilities and attainments among children and within a given child. Being fully aware of the continual need for group processes, I'm convinced our biggest challenge is the individualization of instruction. The pressures on children originate from our inability to see, know, or understand the startling realities of individual differences.

Frequently the source of these unrealistic demands is thought to be the parents. One elementary school principal expresses what many letters reported in other terms about pressure from parents:

One of the most serious pressures on children and youth today is parental pressure put on the child to be in the top reading group and/or accepted in the gifted program. This same pressure is often applied socially by the child's peers who have been accepted into an advanced program or are in the top reading group.

Other school principals believe that responsibility for unrealistic expectations is shared by parents and teachers:

... the pressures that have the most deleterious effects are the result of expectations for children which are markedly out of keeping with their abilities to perform.

Perhaps the primary source is the parent who, because of his own desires or expectations for the child, structures goals which demand certain types of performance, behavior, and achievement. The teacher can and sometimes does support the parent in this way by inadequate evaluation of the abilities of the child or by being lulled into acquiescence. In general, however, academic expectations which originate with the teacher are compatible with the abilities of the child.

Finally, a professor of education analyzes the impact of grade level norms on children in the following statement:

Tensions are created in children by elementary teachers, especially teachers of young children who feel that all children must progress at a standard, uniform pace which is described by some mythical norm that we call grade level.

Because teachers are so intent trying to get all their pupils achieving "up to grade level," we are overlooking largely the creative uniquenesses that each child possesses for self-selection of his individual pace; his individual ways of attacking problems;

his unique interests, temperament, and intellectual diet. We have misunderstood and distorted the concept of readiness by trying to bend the child's growth and development to fit our ends. If we really accepted as our own purpose in teaching the self-realization, self-actualization of each individual child that Combs speaks so eloquently about, we would have adequate criteria for evaluating the application of the many "burning issues" with which we spend so many useless hours.

Grouping, depersonalization of teaching, surfeited curriculum offerings, excessive concern with memorization of meaningless, isolated facts—all of these are really side issues that cannot be evaluated wholesomely until some prior commitments to individuality are accepted.

The fact that children cannot achieve sufficiently to meet these unrealistic demands has effects which are damaging to the child's personality and self-image. One teacher educator reports:

Our community seems to be discarding the idea that each child must have the opportunity to progress through work that is related to his level of achievement in favor of a system which is so competitive that he is forced to compete in all areas regardless of his ability to do so. Little thought is being given to how the child feels about himself.

A principal points out that:

A youth who thinks he has let his parents down by not measuring up to the standards set by them feels he has failed, even though he has done his best work.

A director of curriculum states that:

The frustrations caused by inability to keep up with the class or course that the parents or teachers have prescribed often results in emotional disturbances.

The ultimate effect of unrealistic expectations can only be the negative one of defeatism. The child or youth who might have been a happy, well-adjusted person making a valuable contribution to his community in some work suited to his capacity may become one of life's failures—a statistic in society's heavy burden of the mentally ill.

DEMANDS TO PUSH ADVANCED CURRICULUM IN LOWER GRADES

One professor of education in a southern California university prefaces her response with this statement:

... the pressures on children and youth are the result of the pressures and demands which society is placing on the schools ... society is ... demanding a finished product superior to any human product ever produced before. Not only is excellence demanded, but the plea that this be done in hard concentrated doses starting as early as possible is made by many. This impact reaches teachers and administrators and they sometimes respond or are forced to respond by putting pressures on children in the classroom.

Many qualified school people are seriously concerned about pushing curriculum down to lower maturity levels. In their minds, the question is not whether children *can* learn this subject matter but whether they *should*. An elementary school principal says:

I have concern for the continued attempts to put more and more formalized study into our kindergarten and first grade curriculum, regardless of our knowledge of growth and development patterns.

A coordinator of instruction, an expert in kindergarten-primary education, expresses her deep concern about the danger to young children in efforts to force formal content downward in the grades:

Pressures to begin formalized instruction at a very early age is not beyond the understanding of most young children, but young bodies do not seem to respond to such concentrated study.

Workbooks and seatwork for young children are an easy means to an end for the teacher—but what have the children really learned that is of educational value?

Forcing young children to meet adult standards rather than the important basic development needed at particular ages is a source of pressure. It takes time and energy to help children lay a strong foundation for future living. Children need a rich and challenging environment in which to explore and use their bodies. This should be in a carefully planned and guided school situation.

A professor of education who has devoted a long professional career to a study of the nature and needs of young children says:

... the demand that formal instruction begin in the kindergarten with little or no regard for individual needs or abilities and at the expense of a rich developmental program is a fertile source of feelings of inadequacy throughout the entire lives of these young children.

Many comments were made concerning pressures arising from the requirement that all children be taught a foreign language in the elementary school.

A junior high school principal expresses concern about:

... beginning ... a foreign language in the elementary school without any plan or provision for relating it to the junior high school program and without great recognition of the waste of the pupil's time which is needed to master the fundamental curriculum of the elementary school.

Another junior high school principal says that the new demands on the curriculum "... distract students from gaining a balanced education in the basic foundation subjects for which our American educational system was founded."

Another junior high school principal says that pressure resulted from programs "... to force senior high school subjects into the junior high curriculum (e.g., algebra to grade 8, and geometry to grade 9)."

Still another junior high school principal expresses his concern about pushing foreign languages into the junior high school years during which adolescents are meeting some of the most difficult developmental problems of their lives.

Recently the National Council of State Consultants in Elementary Education unanimously accepted a committee report which states the following belief:

Pressures to increase the quantity of materials children cover have little to do with improving scholarship or increasing quality. The earlier introduction of formally organized content may weaken the curriculum if the children are not ready for the content or do not have a purpose for which it may be used. Nor will other methods of increasing quantity—more homework, a longer school day and year—assure greater quality. Children's zest for learning, their priceless, native curiosity

is dulled by overdoses of materials of little possible meaning to them at these early ages.²

DEMANDS TO LAY ON THE HOMEWORK

Although in the letter seeking information a subtle effort was made to encourage discussion of pressures on children and youth other than the pressure of homework (homework was used as an example of one type of pressure with the idea that respondents might consider it unnecessary to discuss this topic), more than 20 of the respondents reported homework as a pressure or discussed homework. There was no agreement on this subject between the persons within a group or among the groups. Some principals thought homework a source of pressure, others did not; and although some parents were opposed to homework, others were very much in favor of it.

One parent, looking at the problem from all sides and seeing "no benefit at all," says:

I believe that time should be planned at school for extra study periods with competent people in charge to give help where it is needed. Children should not have to give up all sports, music, etc., because they have too much homework in their heavy subjects. Especially, pleasant evenings with families at home should not be ruined for elementary school children with constant fighting with parents over homework. Homework should be used to help those children who are behind in their work for one reason or another in order to enable them to catch up with the rest, or could be used for extra outside projects for the especially advanced child. With all children loaded down with heavy amounts of homework it gives the slow child no chance to ever catch up. I see no benefit in it at all.

Another parent takes the time to make the case for homework:

Perhaps this is the place to point out the importance and advantages of homework. Properly designed homework gives the student a chance to apply what he has learned in class and, by the additional practical use of the knowledge, makes it become indelibly imprinted on his mind.

Properly instructed homework can give the student an opportunity to explore his interests and promote his individual capabilities, our most promising method of combating conformity in a classroom.

If homework is properly designed, both parent and child can see how it fits into and enriches the curriculum. This, however, does put additional pressure on a teacher, for homework should be corrected and graded, and returned to the student so he may benefit by his mistakes. This can give the teacher an opportunity to discover the weaknesses in the class that require strengthening.

Another perceptive parent shows insight into a situation that is continuously troublesome to the school authorities—the prerogative of the American citizen to change his mind:

Excessive homework is rarely the fault of the school, it comes about because of parental pressure on the school. While strongly in favor of public interest in the schools, we deplore those parents who constantly (and loudly) voice such sentiments as, "I want my child to have homework, so I can see that he is working and making progress." Teachers have explained that mere "busy work" does no good at all, and may even be detrimental; yet parents still favor even unnecessary

² *Beliefs Regarding Selected Issues in Elementary Education*. A report prepared by a Committee of the National Council of State Consultants in Elementary Education. California Journal of Elementary Education, XXX (May, 1962), 199-200.

homework. Then, these same parents will turn around and complain that too much homework is given.

In an area where the competitive race for college is unusually strong, a high school principal, who views the problem as being extremely serious, says:

The amount of homework has become excessive due to pressures from parents, from teachers, and from the students themselves. A number of our better students are under extreme anxiety and tension.

Another high school principal, recognizing homework as a serious source of pressure on certain youth, says:

In some cases homework is a severe pressure; in others it is not. To the conscientious pupil who is not too brilliant it may be a very devastating problem, and many teachers in their hysteria have mistaken quantity for quality. By the same token, many parents are demanding that their children have more homework. This is a problem which has been with us for many years and it probably complicates the entire situation, but it alone is not to blame. It is tied up with the increase in leisure for working people, and these young people are faced with a situation where they are expected to work at school all day and at home half the night, while their parents and people around them have considerable free time on their hands.

Many school systems have found it necessary to regulate the amount of homework assigned. Conscientious children suffer from concern and worry because of excessive assignments. Some out-of-school life should be safe-guarded against infringement. The child's right to be a participating member of a family and a community must be protected. Many homes cannot provide the conditions essential for home study, and serious conflict is caused when adult members of the family must refrain from their usual activities because of homework.

COMPETITIVE RACE FOR COLLEGE

Parents, principals, and teacher educators all agree that the greatest pressure on high school students is to qualify for college entrance. Says one thoughtful parent:

Parental pressure is the heaviest and most serious of the pressures on children and youth at the present time. Possibly because these parents experienced depression and war, material gain and social prestige are uppermost in their minds. Higher education is so prominently advertised as the key to material gain; therefore children are urged, from preprimary days on, to go to college. Even those children who are obviously very able learners may feel unable to cope with such insistence. Rebellion and unhappiness often occur. Insecurity is likewise a result.

Parents refuse to listen to the teacher or counselor who may suggest courses other than college preparatory. Nor are parents willing to accept the idea that for many young people the junior college represents a wise choice—an opportunity to gain the maturity required at the university.

With colleges and universities accepting a smaller percent of students from the top of their high school classes, the problem becomes more serious every year. The responses of three high school principals have been selected as typical of many comments made by other principals.

The fairly universal feeling that college training is an absolute necessity for all students is a cause of pressure. We encounter many high school students who are concerned about the fact that they will not qualify for college admission. We know that perhaps 50 percent of our graduates will continue on in school beyond the high school level with an increasingly smaller number actually finishing. Parents contribute to this problem through the enduring hope that their children will rise above their own socioeconomic status.

We are overplaying the significance of college for the general population and need to spend more time in talking about specialized technical or vocational training beyond high school that will benefit individuals in their future economic independence but not confusing this kind of training with an academic college program.

In our community nearly every parent expects his child to go to college. There are extreme pressures on youth to go to college. It has become a status symbol in the community. In the high schools there are strong pressures to take only academic subjects. Parents and students use every means possible to avoid taking nonacademic or elective subjects. We have gone to a seven-period day in order to save the programs of music, art, homemaking, industrial arts, and business. In spite of this, there are extreme pressures from parents and students to take additional academic subjects to absorb this extra period.

There is insistence by a large majority of parents on the necessity of a college education regardless of the fact that our present society demands training in technological skills, many of which aren't the responsibility of a four-year university program and can be better met at the junior college or the trade or technical educational levels.

A professor of education says:

I suspect this pressure for quantity of homework is less pervasive and less damaging to children than the fear and tension which are being kept in the air, particularly with reference to getting into college. A very bright junior high school girl told me the other day that there is so much fearful talk about getting into college that perfectly capable schoolmates of hers are operating well below their real ability level because they are sort of paralyzed. When she said it, the group of a dozen or so very high-grade youngsters practically all nodded in agreement.

Does the pressure to get "A" and "B" grades, result in more concern about the grades and less about the value of course content? Are students encouraged to take only those courses in which they can be successful?

Are we making school curriculums less and less significant to the youth who is not college-bound? Has this competitive race for college increased the dropout rate? Has it contributed to an increase in a hostile, defeated youth population without marketable skills?

DEMANDS TO GET AHEAD SOCIALLY

Almost equal to the pressure to get high grades in academic subjects is the pressure to succeed socially. The need for social acceptance by peers may have positive or negative results. One high school principal comments sympathetically on this need of youth:

Another pressure area might be identified as related to social drives on the part of students. We know that acceptance by one's peer group is a primary need of all human beings. To be in the right circle, to belong to the right club, to be recognized, all represent typical needs. Failure to attain these goals certainly leads to unhappiness and maladjustment. The boy who tries out for a basketball team along

with 75 or 100 others and finds himself cut from the squad because we feel we should limit the participants to 12 or 15 is a case in point. Large schools have a problem in finding ample opportunities for participation and recognition in worthwhile activities. Schools feel under microscopic inspection by critics who feel their only role is academic achievement. We need to meet our responsibilities for social acceptance and the opportunity for each student to find a "place in the sun"; not to do so is seriously to hamper our total purpose.

Conformity at earlier ages is generally being required by the adult world. Many persons comment on the pressure to have children and youth grow up too rapidly. A high school principal says:

In our community there is extreme social pressure for young people to mature too fast. This pressure begins in the early elementary years. Many children no longer have the chance to grow up in what used to be a normal fashion.

A parent looks at the problem this way:

I believe many parents give a lip service to a beefed-up academic program and still expect their child to excel in popularity and sports. This is where the pressure becomes excessive.

As a parent, I am very disturbed at what has been called "preteen precocity." Bubble hair-dos, cashmere sweaters, frat shoes, etc., are not unusual even in kindergarten. I feel this type of pressure comes from the home and could be somewhat alleviated if the schools offered more incentives of healthy extracurricular activities. I feel school clubs should be opened to all students and should be sponsored by the teachers and should meet at school. In some high schools these clubs are only open to a "B" average student, and meet in private homes. This naturally limits membership and may preclude some youngsters because of limited home facilities. Perhaps they could meet once a month during a homeroom period.

The pressure to achieve success by conforming in beliefs, ideas, modes of dress and manners, material possessions, feelings, and tastes to adult and peer standards and opinions was commented on by professional people more often than by parents.

A junior high school principal, recognizing the effect of this pressure, states:

The pressure to "hurry and grow up" makes us push young people into observing adult forms of social behavior before they have had time deeply to experience the intermediate stages of development. They imitate adults realistically and with a pseudo-sophistication that often hides a lack of depth. Their overscheduled, over-structured, fad-ridden lives often leave no room for the development of abiding values, concern for others, or a sense of personal adequacy and worth.

A professor of education sees in this pressure an effort to increase the community standing of the family:

Some pressures are the product of our culture which fosters the idea that family status can be gained through the outstanding accomplishments of children.

The pressure for social acceptance is revealed in the attempts of children and youth to keep up with various groups in dress, in behavior, in club membership. This desire for popularity leads to problems about money to spend and struggles for prestige in school activities.

The principal of a junior high school makes the following observation in this regard.

The pressure to buy so one can keep up with the crowd is great. Money has become a problem to many adolescents, particularly with the increased attention paid to them by our hucksters. Children seem to want more things earlier, and to want them badly enough to take them if necessary in order to have the symbols that are part of belonging to a gang.

A principal of a large urban junior high school, who used the letter he received as the topic for a staff conference, reports as follows:

My head counselor has summed it up somewhat like this: "What have we done to children! At the tender age of twelve they are already worrying about prestige—about what will profit them in the future—about what is more *practical*, instead of looking at the world as a wonderful thing to explore and *eventually* find a place that is for them."

... our society is pressuring boys and girls to be young men and women or to be adults long before they are ready to be adults. Motion pictures, television, and advertising are prime media bringing about this type of conflict in the child's mind.

Although all the responses indicate recognition of the need for social acceptance, the danger of forcing adult patterns on youth prematurely is widely recognized. Young people are going to gain acceptance one way or another because it is a basic human need. The role of the school and the home appears to be to help youth find more positive types of peer acceptance. "Keeping up with the crowd" is really a sign of immaturity but one has to live quite a long time to overcome it.

OVERCROWDING THE LIVES OF CHILDREN

Two major institutions concerned with the rearing and education of the young people of our society, the school and the home, seem to be providing so many opportunities both in and out of school that today's children are living overscheduled, overcrowded lives.

More effective communication between parents and teachers is the way to a solution of this problem according to one elementary school principal, who states:

... the function of the public school has become a more dominant facet in our total pattern of life in America. Its importance to the support and continuance of our American way of life is greatly increased. Therefore, the increased dominance which it should play in the life of the child during the school year should be recognized. And if the child is to become an academically successful and emotionally well-adjusted adult, he must be given the opportunity to be challenged but not to the detriment of his life out of school. The continuance of existing conflicts between these two time-areas of his life must be faced and some reasonable compromise in either or both areas be made. This of course can best be accomplished as the schools and community continue to maximize communication, at all times recognizing their common interest—the child!

An expert in the field of parent education comments thus on the overcrowded lives of children:

It appears to me that parents in the middle socioeconomic group tend to over-organize, overplan, and overschedule their children's out-of-school hours with tutoring, music and dance lessons, youth activities, etc., so that many children do not have sufficient time for just growing, or solitude, or contemplation, or developing inner resources.

The chairman of the division of education in one of our large state colleges shares this opinion:

One of the concerns I have had for a long time is a feeling that the adults of our society are so concerned with organizing every minute of a child's time, that there is little time left for doing unorganized things in which boys and girls are interested. I realize the tremendous need to have organized activities, but have the feeling that these activities are overorganized and become so highly competitive for students' time, that the schedules of many students are overfilled.

Another college professor is puzzled by the complexity of these pressures in the lives of the young:

Little chance to be children, to do childlike things, read childlike stories, imagine, and engage in the fantasy of childhood. Too much push for Sputnik vs. growth and adjustment for a happy normal, productive, creative, and abundant life. We have gone overboard on science and math and these are only a part of life—and yet we must be alert.

Another parent is concerned about the many out-of-school activities to which children must belong:

We, as parents, put many additional pressures on our children. We are so eager for them to "belong" that we push them into athletic activities such as Little League and into civic groups such as the Boy or Girl Scouts. To enjoy these activities fully one must spend time freely. We pressure our children with music and dancing lessons. We, in America, want our children to have every advantage, but we make the mistake of attempting too much at one time. I wonder if we as adults could stand up under such pressures.

Another parent believes that excessive pressure for out-of-school work comes from teachers of instrumental music who urge children to take private lessons, from teachers of social studies who urge them to find outside materials for notebooks, from science instructors who pressure children to carry on projects at home to be entered later in science fairs. Perhaps the most conscientious and capable pupils are feeling the pressure to live always at their highest level of performance, and they yearn for the "desert island" to which this southern California parent alludes:

Although the accelerated education of today is marvelous compared to that I received, the adult pressure on youth begins so early that they are in a constant rat-race with no time to "kick a can" or daydream, and the pressure seems to have a cumulative effect, particularly on gifted students, with the end result that by the time they are in high school they tend to be mentally exhausted much of the time from the never-ending work and rather than looking forward to college and the world as an exciting challenge, speak rather of heading for a desert island to do nothing for years. All work and no play can make Jack a dull boy.

An elementary school principal of wide experience says that children are being forced into activities for which they are not ready, such as the following:

... dance groups for nine or ten-year old boys, competitive sports—baseball—football leagues involving strong competition, criticism, and ridicule. Many of the latter involve young boys in situations over which they become extremely emotional and tense. There seems to be a tendency to keep children so involved that they have little or no time to do things of their own choosing.

Another elementary school principal concurs, and believes that these activities actually interfere with school work:

Too many outside activities bring pressures on children. Some parents feel their children should join all clubs; dancing, bowling, swimming, music, 4H, cub scouts, campfire, etc., to the extent that children cannot endure regular school work or activities.

Person after person refers to:

Little League baseball and other team sports where the competition is almost brutal at times . . .

Pressures from Little League Baseball pushed by parents and peers.

Children and youth are without doubt pulled in many directions, as shown in comments by many school people and parents about TV, radio, newspapers, and magazines. Automobiles, a status symbol for parents and youth alike, release youth from societal controls and frequently contribute to moral breakdown.

"They don't have time just to be children. There is no time for a little daydreaming and plain enjoyment of just being young," said one Los Angeles mother. And yet every psychologist tells us that there is an optimum time at which every human being must achieve his developmental tasks. Children need time just to be children. Our researchers in creativity tell us there must be time to be alone, time "for a little daydreaming." Are we filling the lives of children and youth so full that we may reduce our number of creative persons? It is a question to ponder.

CONFLICT IN VALUES

Many professional writers in education, psychology, and sociology have pointed out the effect of conflicting values on children and youth. A professor of education points up the basic problem as:

The pressures to follow the exhortations of the moral, religious, and democratic codes and creeds versus the pressures to achieve success by following the often contradictory practices of the adult world.

A number of school principals point out specific conflicts between behavior that is acceptable in certain homes, but prohibited in schools, such as using obscene and profane language. A superintendent points out that there is:

. . . constant change of values and concepts, regarding boy-girl relationships, early marriages, school dropouts, and pride in home and community.

Schools are constantly urged to put greater emphasis on family life education. The following statement appeared in a publication of the California Congress of Parents and Teachers, Inc.:

The first concern of the California Congress of Parents and Teachers has always been the welfare of the child and the strength of the family unit. The Congress believes that the arts and sciences of home and family living are best taught to the

child and youth by the precept of his own family. Unfortunately for a variety of reasons not every family is able to do this. Many families in an increasingly mobile population are without roots or ties; economic factors cause many mothers to work outside the home and the younger children of such families are often cared for by older children; young adults are marrying at earlier ages and starting families in the first years of marriage without preparation for homemaking and parenthood. Many hasty and ill-advised teen age marriages are ending in separation and divorce; there is a climbing divorce rate resulting in one-parent families; there is an alarming rate of school dropouts and juvenile delinquency.³

There is probably no school person who would not acquiesce with this statement in principle, but emphasis in practice presents another problem. The problem of broken homes and their effect on children brought the following comments from elementary school principals:

A serious pressure is being able to meet the every-day challenges of living when a boy or girl comes from a broken home (one parent, stepmother, stepfather, guardian, etc.). It seems that many of the problems with youth that I deal with daily stem, at least in part, from broken home situations. It seems to me we are going to have to face the fact we have a large number of these situations, and make some types of arrangements to deal with them.

Recently we have been plagued by a serious epidemic of broken homes. The pressure on these children has had a definite effect on their behavior and on the entire school.

Creating "an image of solid and wholesome family life," which the California Congress of Parents and Teachers, Inc., believes is the responsibility of the schools, is exceedingly difficult. In the very process of emphasizing these ideals the school is likely to augment the pressure which children from inadequate homes already feel.

Not only children from broken homes experience these pressures but also children whose parents do not join or take pleasure in their children's school and home activities. Other parents are so occupied with their own leisure or career activities that the children come to feel more and more fringe members of the family.

Conflicts in values between home and school are revealed when parents consider their own vacation and travel plans more important than their children's uninterrupted school attendance. One high school principal from a privileged socioeconomic community reports:

Parents think nothing of taking their students out of school for long periods of time for trips to Europe, for trips to the World's Fair, to visit relatives or colleges. As parents have more leisure time and more money a dichotomy exists. They insist on taking more and longer vacations during the school year and on taking their students with them. At the same time they insist that the school give the student "A" and "B" grades.

Conflicts also arise when communities demand additions to the curriculum which the schools are not able to provide because of lack of financial support, lack of adequately trained teachers, or lack of both. Children and youth react to these demands and actually join in the criticism of their schools. When one bright junior high school boy was challenged because of his criticism of his school, he said, "How would

³ "Education to Strengthen the Family," *State Bulletin*, Vol. XXIV (April, 1962, Part II), 4.

I know it is a good school? I never went to any other." Community demands and criticisms create in youth a lack of confidence, and when their fear that they are not receiving the kind of education they need for life is increased, tension mounts accordingly.

One parent states that the schools are overeager about accepting innovations:

Every time something is mentioned as being necessary information, the public says, "The schools should offer it." And the schools make room in an already overcrowded curriculum for that topic—yet without lengthening the school day, and frequently without being able to train teachers adequately in this subject. Certainly the schools should heed the voice of the community, but only after serious consideration and preparation.

Pressures that arise from a conflict of values are the most difficult to handle and are difficult to analyze, because they are frequently ephemeral and change with differences in the situation to which the values are applied. The shifting winds of public opinion blow rapidly first from one direction and then another, leaving school people bewildered and anxious.

Schools, too, make a case regarding those parents who are not supportive of the schools or who contribute to the illegal behavior of youth. While the law requires schools to teach the evil effects of alcohol and tobacco, some homes permit if they do not actually encourage their use as evidence that their children have "grown up." One high school principal in a privileged socioeconomic area reacts to this situation as follows:

The pressures of the mass media, particularly television, cannot be overlooked. They portray the excellent qualities of beer, of cigarettes, and other items of questionable value, and are aimed at the adolescent age audience deliberately. It follows then that the pressure of the double standard develops. Pupils can purchase cigarettes at will, they are permitted to use them at home, and yet we at school must enforce the law of the state. The availability and use of alcoholic beverages, though illegal, becomes a matter of serious concern in the adolescent culture. Any pupil or group of pupils who has the money and wishes to obtain alcoholic beverages can get them with no difficulty whatsoever. In fact many homes are the sources of supply for numerous transgressors. It is also producing serious moral decay and the feeling of guilt on the part of many young people.

A response from a psychologist attempts to explain the conflict in values and indicates the direction which education must take in dealing with the pressures thus created:

I am of the opinion that these pressures stem from our present inability to isolate what I call "theoretical" reality from "operational" reality—in other words—what we think we believe from what we do believe. For example, if we ask: "Should corporal punishment be the right of the teacher or the principal?" a majority might answer in the affirmative. If, however, such an act were to involve one's own child, the reverse response would generally obtain.

In addition, we are unable to integrate in our thinking, ideas and goals which at present seem in opposition, i.e., the right of argumentation and the importance of keeping quiet; individual differences and the importance of the dignity of the individual, and the like.

All of these relate to our inability to develop what might be termed "diagnostic wisdom." Although this skill does not relate to pressures specifically, it is my feeling that until this skill is more fully developed, we may only understand pressures superficially and deal with solutions somewhat unrealistically. Also, society will not give teaching the status due a profession until teachers themselves are seen as qualified diagnosticians.

A high school principal views the situation in which youth finds itself as "... an interlocking complex which makes life for the young person the most hazardous that it has even been in the history of the world."

QUESTIONABLE SCHOOL PRACTICES

The impact of certain types of school organization and regulations was considered a fertile source of pressure. An eminent psychologist vigorously denounces the:

... growing practice of classifying children as low as in the first grade as "High Potential," "Middle Potential," and "Low Potential," and assigning them to appropriate groups. This vicious practice has a variety of evil effects both on the children and teachers. The frightening result of this practice (which is utterly unscientific) seems to be that once assigned to a group the child tends to remain there.

Grouping practices result in pressures on principals and teachers that are passed along to children, according to an elementary school principal, who says:

All the identification of superior or gifted children has brought new kinds of pressures for school people to cope with. The mandatory conference or need to secure consent of parents of children placed in such groups or classes sometimes brings negative reactions. Most parents handle this information well, but there are those who do not. Pressures are put on siblings and on the gifted child also. Some teachers, I fear, have the "sky's the limit" attitude regarding the performance of these children, requiring more volume of the bright children, rather than opportunities to explore and create on an individual basis.

A professor of mathematics education in a university makes the following comment on the grouping problem and some of its negative effects:

I also detect many, many types of grouping youngsters for instruction being used with little or no knowledge of the weaknesses of some of the grouping procedures. This trend toward grouping for instruction and the utilization of the "special" strengths of individual teachers often creates pressures on the child. We find children who are operating at the frustration level in an effort to "keep up." It seems to me that the "good old self-contained classroom" with a heterogeneous group (in the hands of a good teacher) is hard to beat.

Sometimes grouping has another kind of negative effect which is pointed out by one elementary school principal:

A tendency toward more and more homogeneous grouping and the resulting competition is felt by many parents and children. I have the seventh and eighth grade children say on many occasions, "I don't want to be in Accelerated Math. In that class I work hard to get a 'C.' I could be in a regular class and get 'A's' and not work half as hard."

The problem of class size elicited more comments from school people than from the parent group. Simple arithmetic demonstrates that in large classes teachers are unable to give the individual help which may mean the difference between success and failure for a pupil. One college professor asks:

How can children receive individual instruction and teachers organize to meet individual needs when classes range from 35 to 41 in this neighborhood?

Another college professor advises that:

Attention should be focused on the increase in average class size. Conformity, lack of individualized instruction, decline in teacher knowledge of the facts about individual pupils, and decline in problem-solving types of instruction are known results of increases above 25 pupils per teacher.

Perhaps education has failed to communicate these facts to the public that supports education. A PTA council president, however, who took the time to discuss pressures on children and youth with her council, indicates that this group is fully aware of the danger in large classes:

Much pressure is placed on elementary students because of overcrowded classrooms (they felt that 35 to 40 students per room was 10 to 15 more than should be taught there); therefore the students do not receive enough individual attention and do not grasp fully the lessons.

Large classes produce many types of unavoidable regimentation. This regimentation of teachers and pupils is viewed with distress by a psychologist who is well-qualified to assess its effect in terms of pressure:

There is increased regimentation of teachers and children to study and think and be creative by a rigid time schedule—20 minutes for arithmetic, 20 minutes for social studies, etc. I can hardly think of anything more stultifying than this practice. And I don't think that this stems from the educationally ignorant public—it seems to stem from boards of education and the superintendents' offices.

CURRENT OPINION ON PUBLIC EDUCATION

Compiled by KENNETH I. PETTITT, Librarian, Administrative-Legislative Reference Service, California State Library

The articles on current issues in education which have been included in the following list were selected on the basis of their appeal to the general public. The opinions expressed in these articles are not necessarily those to which the State Department of Education subscribes.

Publications not available locally may be borrowed through public or school libraries by interlibrary loans from the California State Library.

CARMICHAEL, OLIVER C. "Colleges for Americans: A Hundred Years of the Land-Grant Movement," *Saturday Review*, XLV (April 21, 1962), 58-59+.

"The land-grant colleges introduced a new set of courses quite different in character from those found in traditional universities and, by their example, encouraged other institutions to follow suit. The lofty conception of the ideal university as expressed so eloquently by Cardinal Newman was lacking; a pragmatic, practical type of education was emphasized. These colleges were designed to serve, not the few who wished to enter the learned professions, but the many who desired to enter 'the several pursuits and professions in life.' The purpose and the vision of a working man's college was their novel element, and they prepared students for a wide variety of vocations."

CHRISTIAN, WILLIAM. "Data Processing: Missing Subject in Our Schools," *Business Automation*, VII (April, 1962), 36-39.

"The need is for a broad program of increased education at all levels. A grade school student should be receiving courses which will prepare him for more advanced subjects in high school; high school students should be 'gearing up' for the training they will get in college; and college students should be getting a far more advanced level of training than they are now receiving."

"The Conant Recommendations," *Saturday Review*, XLIV (November 18, 1961), 61.

"The dramatic contrasts between schools in the slums and schools in the suburbs illustrate the impossibility of discussing education without specifying the kinds of homes from which the pupils come. Many of the criticisms of the public schools which we have heard in the last few years have ignored this fact. Furthermore, they have been expressed often in terms too general to be constructive. To speak eloquently about raising standards is of little help unless one specifies what kinds of schools one is considering and defines accurately what is meant by the words 'academic standards.'"

CUOMO, GEORGE. "How Fast Should a Person Read?" *Saturday Review*, XLV (April 21, 1962), 13-14.

"If someone can prove to me that a reasonable increase in a person's reading rate causes resultant disadvantages—such [as] a loss of comprehension, or a lessening of that person's appreciation or enjoyment—I'll happily throw the whole business over and learn all the chants of the 'slower, slower' crowd."

"By the same token, I'd like to see these people agree that if a person *could* read faster—without any such losses, and usually with appreciable gains—then the increase in speed would be a desirable good, and worth working for."

DAPPER, GLORIA, and CARTER, BARBARA. "Is Education News?" *Saturday Review*, XLV (March 17, 1962), 84-86+.

"In general—but with notable exceptions—the local newspaper, in the name of education reporting, concentrates on student extracurricular activities, teacher appointments and activities, school finance and buildings, scholarships, honors, and awards, the school bus, PTA notes, and a variety of news about colleges.

"The quantity of stories is heartening, but the news they tell is, by and large, not substantive."

EVANS, JOHN WHITNEY. "A Word for McGuffey," *Commonweal*, LXXV (January 26, 1962), 455-57.

"What is being argued against here is not the attempt to teach American children of all talents and backgrounds how to read. What is being attacked is the clinical standardization of learning, the de facto anti-intellectualism enshrined in our approach to reading. McGuffey obviously would have no welcome in the world of 1984, but it is disturbing to realize that he is already rejected, and not on grounds of piety. McGuffey is no longer wanted even for the advanced among our children. They cannot read him because we have tolerated in our time the imposition of a sort of scientific totalitarianism in our reading programs."

HECHINGER, FRED M. "'Never Call a Spade a Spade,'" *New York Times Magazine*, (November 26, 1962), 55+.

The author, in revolt against professional jargon, criticizes a report to the Board of Education of the City of New York by the Committee to Study Objectionable Terms. This report asks that slums be referred to as "older, more overcrowded areas."

HECHINGER, FRED M. "The Story Behind the Strike," *Saturday Review*, XLV (May 19, 1962), 54+.

"From any vantage point—the board's or the UFT's [United Federation of Teachers]—the end of the strike left the city's hard school problems unchanged and the teachers' professional future uncertain. The teachers, to be sure, have demonstrated that they are capable of closing ranks—and the schools. This may be an invaluable boost for their morale. But aside from the 'morale' victory, the fact remains that after two one-day strikes, the only tangible gain was that nobody was punished. Each time, the negotiations continued exactly where they had left off, and it is doubtful that, in the end, the strike squeezed any extra money out of the political rocks. The implication might well be that, with the power of the muscle established, subtler procedures may have to be sought by all parties for future maneuvering. On the success or failure of such procedures will depend the answer to the still unresolved question of how effectively the labor and the professional image can be combined without clashing with each other."

HODENFIELD, G. K. "Nobody Asked Me, but . . .," *Saturday Review*, XLV (January 20, 1962), 51-52.

"Did someone say that young men and women cannot afford to spend seven years preparing for a teaching career? Well, dentists and lawyers spend that many years in preparation, and doctors spend much longer. To get the type of salaries that true professionals deserve, our teachers must have truly professional training. And if they become true professionals, I think the American people will be glad to pay them what they deserve."

HOWE, HAROLD, II. "The Care and Feeding of Superintendents," *Saturday Review*, XLV (February 17, 1962), 58-59+.

The Superintendent of Schools in Scarsdale, New York, examines the dangers inherent in new suggestions for the training of school administrators. He finds in these proposals a lack of flexibility, an overemphasis on credits in education, and an insulation from the liberal arts. He says: "If additional formal training for superintendents fails to bring changes in the nature of that training, American children will be the losers."

KENNY, VIRGINIA. "A Better Way to Teach Deaf Children," *Harper's*, CCXXIV (March, 1962), 61-65.

"I am convinced that, with all kindness, we are holding back our deaf children and perhaps discouraging them for life . . . By forbidding them to use their superb talents of mimicry, by out-lawing their sign language and refusing to let them use finger-spelling, we are increasing, not overcoming, their clannishness. In the fond belief that they will be better people—and more tolerable in society—if they are as much as possible like ourselves, we turn our backs on their natural expressive abilities. It is cruel to them and a loss to us."

KOHLER, MARY CONWAY, and FONTAINE, ANDRE. "We Waste a Million Kids a Year," *Saturday Evening Post*, CCXXXV (March 17, 1962), 50-68.

"Actually, the vocational schools are in a strait-jacket—the strait-jacket of the law. In order to receive reimbursement under Federal vocational laws—the Smith-Hughes and George-Barden acts—a state's program must conform to the fifty-fifty formula and to other provisions of the acts. Too many states slavishly follow the Federal formula even though it does not meet their individual needs. The Federal money amounts to a mere 20 percent of the total spent on vocational education, but the states and communities feel they must have it."

MARKLE, SUSAN MEYER. "Inside the Teaching Machine," *Saturday Review*, XLIV (November 18, 1961), 55+.

"A program gives information to the student and gets from his responses at each step indicating [sic] that he has understood this information. If he does not answer questions correctly, the teacher knows that something has gone wrong in the communication process. On the basis of what went wrong and where it went wrong, a change in the controlled environment can be made. The new conditions are then tested for their effect on students. In a sense, the result is an applied science of textbook writing, in which the texts are tested sentence by sentence by the students for whom they are designed. The applied scientists, the programmers, vary and revise and reshape the program until it produces the desired result—learning."

METCALF, LAWRENCE E. "Anti-communism in the Classroom: Education or Propaganda?" *Nation*, CXCIV (March 10, 1962), 215-16+.

"The various reports from the South, the Midwest and California reveal the ease with which administrators, teachers and board members can lend themselves to political indoctrination of a certain kind if it is offered as a form of anti-communism. A teacher of social studies who used his classroom as a forum for advancing his liberal views would soon find himself without a job, no matter how anti-communist he asserted his liberalism to be. But he and his administrators, board members and fellow teachers can boldly support and spread extreme right-wing political views."

MICHAELSON, CHARLES. "Teacher Bargaining Makes the Grade," *The New Leader*, XLV (January 8, 1962), 16-17.

"... New York City's public school teachers overwhelmingly chose an AFL-CIO union of professions as their bargaining agent. The election gives promise of long-needed improvements not only for the 40,000 teachers in New York but for the 1.5 million teachers throughout the country, and has provided a strong boost to labor's lagging drive to organize white-collar and professional workers."

SCHRAG, PETER. "The True-Blue Schoolhouse," *Commonweal*, LXXVI (May 25, 1962), 226-28.

"At this moment, only one or two textbooks are on the market; among the most commonly used is *Democracy vs. Communism* by Kenneth Colegrove, a tedious comparison of Soviet and U.S. institutions. An indication of those who are interested in its use is given by the author's preface to the second edition in which he writes that the most common objection to the first edition was to the use of the word 'democracy' in the title. Mr. Colegrove, an editorial advisor to Welch's magazine *American Opinion*, said the critics urged that 'democracy' be changed to 'republic.' Mr. Colegrove resolved the problem with a new book, *The Menace of Communism*, which contains ten of the twelve chapters of its predecessor."

STINNETT, T. M. "A Vast Overhaul of Teacher Certification," *Saturday Review*, XLV (March 17, 1962), 87-88.

Part of the controversy centers upon the value of the required professional courses for teachers. The great majority of professional educators, including school administrators, consider such courses essential for elementary and secondary teachers, but some of the critics of certification laws consider them trivial. Another criticism has been that requirements in specific academic subject matter are much too low. Minimum requirements were kept low in order to make it possible for teachers in small high schools to teach several different subjects; the result has been that it was possible in some states for a high school teacher to teach English, mathematics, science, or history with a background of only three or four rather elementary college courses in the subject.

TAYLOR, HAROLD. "The Whole Child: A Fresh Look," *Saturday Review*, XLIV (December 16, 1961), 42-43+.

"The educator must go to the root of the matter, and he must deal with the whole child. The root is in the social and economic conditions in which the child exists. The educator must deal bluntly with those who support the residential segregation of the colored people and the poor. He must fight those who wish to profit in real estate at the expense of the children. He must think of education as a total process, in which the conditions of society deeply affect the child's mind, the level of achievement, and the range of his possibilities. The curriculum, the classroom, the guidance office are instruments for dealing with one part of the child's life. But they do not and cannot function in a social vacuum."

"The Truth About Those Teaching Machines," *Changing Times*, XVI (February, 1962), 15-18.

"No one who knows what's going on in this field, though, has any doubt that within a short time programmed learning, with and without machines, will have an enormous influence on education. It won't replace teachers, as some people have feared. But it will free them and their pupils from much of the routine drudgery that now goes on in the classroom and give them more time to teach thinking—something no mechanical device could ever do."

VAN TIL, WILLIAM. "Is Progressive Education Obsolete?" *Saturday Review*, XLV (February 17, 1962), 56-57+.

The reform movement known as Progressive Education flourished during the first half of this century and brought many changes in the schools. Since 1950 the movement has suffered a loss of leadership and has declined in influence but, in this article, William Van Til says that the questions raised by the progressive movement are not obsolete, have not been solved, and cannot be escaped.

WILSON, CHARLES H. "The Case Against Merit Pay," *Saturday Review*, XLV (January 20, 1962), 444.

"I do not believe, as some teachers seem to, that merit raters are nefarious artificers scheming to undermine the teaching profession and the foundations of the American public school. Their intentions are honorable and good. They base their arguments on logic that is superficially sound and reasonable. But in the long pull, they are like the man who would use a sledge hammer to kill a gnat. They would destroy morale, individuality, and freedom of expression to obtain a questionable kind of justice and initiative."

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

CARL G. WINTER was appointed Consultant in Junior College Education, Division of Higher Education, June 15, 1962. Since 1957, Dr. Winter has been chairman of the history department at Sacramento City College. His experience includes many years of teaching and work in supervision and administration. He received his Bachelor of Arts and Master of Arts degrees from the University of California, and his Doctor of Philosophy degree from Stanford University. Immediately after World War II, he served for a year as Chief of the Ninth Region of Counterintelligence in the Bremen Enclave, Germany. His articles have appeared in *Clearing House*, *Social Studies*, *Historian*, and the *NEA Journal*. He has held positions of leadership in many professional organizations, and has been the President of the Sacramento City College Chapter of the American Association of University Professors; President of the City Teachers Association; and Secretary of the Sacramento Chapter of Phi Delta Kappa.

OLIVER D. FORSTERER, JR. was appointed Special Investigator, Division of Departmental Administration, May 31, 1962. Mr. Forsterer has been a Special Investigator with the Department of Alcoholic Beverage Control since 1958, and an officer in the police department of Davis, California, from 1956 to 1958. He attended Calaveras High School and received his Bachelor of Arts degree in public administration from Sacramento State College in 1958.

JAMES ANDREW HERMAN was appointed Assistant Supervisor, Trade and Technical Teacher Education, Bureau of Industrial Education, May 1, 1962. Mr. Herman taught industrial arts at Lone Pine Union High School in Kern County from 1958 to 1961, and taught engineering at Antelope Valley College, Lancaster, California, during the 1961-62 school year. He received both his Bachelor of Arts and Master of Arts degrees from Long Beach State College and has done graduate work at the University of California, Los Angeles.

GERHART FREDERICK PETERS was appointed Assistant Supervisor, Instructional Materials Laboratory, Bureau of Industrial Education, June

18, 1962. Mr. Peters has been teaching courses in technical illustration at San Diego Junior College since 1954, and his experience includes work in engineering and geological drafting and commercial art in private industry as well as teaching in these fields in schools in Michigan. He received his Bachelor of Arts degree from Eastern Michigan University, and his Master of Arts degree from the University of California, Berkeley, where he has also done graduate work.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Los Angeles, June 14 and 15, 1962.

Approval of Proposals for School District Organization Changes

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Sections 3151 and 3584), the Board approved the following proposals regarding changes in school district organization:

Formation of a unified school district in Contra Costa County—A proposal by the Contra Costa County Committee on School District Organization that an election be held to determine whether the voters in the area comprising the Alhambra Union High School District wish to form a unified school district.

Formation of a unified school district in Fresno County—A proposal by the Fresno County Committee on School District Organization that an election be held to determine whether the voters in the area comprising the Central Union High School District wish to form a unified school district.

Formation of a unified school district in Riverside County—A proposal by the Riverside County Committee on School District Organization that an election be held to determine whether the voters in the territory comprising the Riverside City school districts wish to form a unified school district.

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Section 3151), the Board approved the following proposal regarding a change in school district organization:

Formation of a unified school district in Fresno County—A proposal by the Fresno County Committee on School District Organization that an election be held to determine whether the voters in the territory comprising the Sanger Union High School District and the Prairie component of Del Rey Union Elementary School District wish to form a unified school district.

Appointments to Commission on Discrimination in Teacher Employment

In accordance with Education Code Section 363, the Board approved the appointments of the following members of the Commission on Discrimination in Teacher Employment for terms ending June 30, 1966.

Mrs. Clinton Dickison, California Congress of Parents and Teachers, Inc., Los Angeles (vice self)

Maurice Englander, California State Federation of Teachers, AFL-CIO, San Francisco (vice Hugh S. MacColl)

Alfred Newman, California School Boards Association, Vallejo (vice self)

Declaration of Policy with Reference to Ethnic Problems in Public Schools

The Board adopted the following statement of policy with reference to de facto racial segregation in public schools.

In its historic decisions of May 17, 1956, the Supreme Court of the United States declared that segregation of school children on account of race or color, even where physical facilities and other tangible factors are equal, inevitably results in unlawful discrimination. In California, by law and custom, we have historically operated on the democratic principle of equality of educational opportunity for all children, without regard to race or color, and for this reason it was easy for us to accept the underlying hypothesis of that decision and applaud its rendition. We now find, however, that primarily because of patterns of residential segregation, some of our schools are becoming racially segregated in fact, and that this challenge to equality of educational opportunity must be met with the full thrust of our legal authority and moral leadership.

We fully realize that there are many social and economic forces at play which tend to facilitate de facto racial segregation, over which we have no control, but in all areas under our control or subject to our influence the policy of elimination of existing segregation and curbing any tendency toward its growth must be given serious and thoughtful consideration by all persons involved at all levels. Wherever and whenever feasible, preference shall be given to those programs which will tend toward conformity with the views herein expressed.

Approval of Organizations for School District Membership

In accordance with Education Code Section 1131, the Board approved the following organizations for which membership may be paid from funds of school districts and/or offices of county superintendents of schools for 1962-63, 1963-64, and 1964-65, subject, however, to each organization notifying the Department of Education immediately, whenever there is a change in the bylaws, charter, constitution, or purposes of the organization, and subject further to withdrawal of approval by the State Board of Education at its discretion.

Approved for membership by schools and by county superintendents of schools

California Educational Data Processing Association

President: J. Richard Harsh

Secretary-Treasurer: George H. Goody

Headquarters address: 4735 Tyrone Avenue, Sherman Oaks, California

Approved for membership by schools

American Association of Collegiate Registrars and Admissions Officers¹

President: E. Vincent O'Brien

Secretary: Robert E. Mahn

Headquarters address: Ohio University, Athens, Ohio

California Junior College Association

President: Joseph P. Cosand (President-elect for 1962-63: Gilbert A. Collyer)

Executive Secretary: Henry T. Tyler

Headquarters address: 1329 Fordham Avenue, Modesto, California

Approved for membership by county superintendents of schools

National School Public Relations Association

President: Harry A. Fosdick

Secretary-Treasurer: Roy K. Wilson

Headquarters address: 1201 Sixteenth Street, N.W., Washington 6, D.C.

¹ Only those junior colleges officially recognized by the United States Office of Education.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other certification documents for public school service heretofore issued to the following persons:

Name	Date of birth	Revocation effective	By authority of Education Code Section
Arnold, Alton Antonio, Sr.	11- 3-10	June 14, 1962	13202
Colangelo, Freda Weinstein	1- 2-13	May 16, 1962	13205
Duncan, Lyman Elvin	11-21-13	June 14, 1962	13207
Golden, John Eric	12- 5-28	June 14, 1962	13206
Hampf, John Richard	1-27-27	June 14, 1962	13208
Hasley, Charles Paul	12-22-34	May 28, 1962	13205
MacDougall, Allen Bruce	12-28-32	June 5, 1962	13205
McGaha, William LaFayette	6-16-24	June 14, 1962	{13205 13207
McKenzie, James Francis	9- 3-23	May 23, 1962	13205
Sanchez, Armand	1- 6-33	July 1, 1962	13205
Walton, George Roy	2- 2-22	June 13, 1962	13205
Williams, Harry Dan	11-27-21	June 15, 1962	13205
Wolverton, Herbert Ralph, a.k.a. Fred Earnest Bailey, Jr.	5-22-08	May 16, 1962	13205
Wolverton, Hester Clio Bailey, a.k.a. Lola Mae Colbert Green (Bailey-Wolverton)	8- 9-09	May 16, 1962	13205

NOTE: The last two credentials were fraudulently obtained under the name of Wolverton by two persons who impersonated Herbert Wolverton and Hester Wolverton, both of whom are teachers in good standing in Indiana.

Suspension of Credentials for Public School Service

In accordance with the provisions of Education Code Section 13202, the Board suspended for a period ending June 15, 1963, the general elementary life diploma issued to Mary Ann Hayes Lyon (birth date 9-13-28), because of acts constituting unprofessional conduct.

Changes in Rules and Regulations

Junior College Tax Relief Grants. The Board, acting under the authority of Education Code Sections 152 and 20002, and implementing Chapter 17 of Division 14 of the Education Code, amended Section 945(b) of Title 5 of the California Administrative Code, relating to junior college tax relief grants, and adopted these as emergency regulations to read as follows (effective July 1, 1962):

945. (b) The amount of bonds of the district or city and county issued for junior college purposes that will be outstanding as of the date of the application, as certified by the county auditor, or if the applicant district is a high school district or a unified district the amount of the bonds of the district that will be outstanding on the date of the application, as certified by the county auditor, and the portion of such bonds that were for junior college purposes as certified by the county superintendent of schools.

Management and Care of State Textbooks. The Board, acting under the authority of Education Code Section 152, amended Section 44 of Title 5 of the California Administrative Code, relating to the management and care of state textbooks, to read as follows (effective July 20, 1962):

44. *Management and Care of State Textbooks.* The governing board of each school district maintaining one or more elementary or junior high schools shall:

(a) Prescribe and enforce rules for the management and care of state textbooks, and to ensure that such textbooks are used as provided for by law and receive proper care by pupils.

(b) Provide for an annual inventory of all state textbooks in the custody of the district and report such inventory at the time state textbooks are requisitioned.

(c) Establish standards and procedures to provide for the examination of textbooks that have been used and to govern the removal from service of those textbooks that have become too worn for further use or are in an unsanitary condition.

(d) Prescribe and enforce rules for the collection of money in payment for wilful or negligent damage to or loss of state textbooks. All money so collected shall be transmitted, at the close of the fiscal year during which it was collected, to the Superintendent of Public Instruction by a warrant on the general fund of the school district payable to the State Department of Education and accompanied by a report of the collection on a form provided by the Superintendent of Public Instruction.

Professional Literature

PUBLICATIONS RECEIVED

- BADGER, HENRY G. *Statistics of Higher Education, 1957-58: Receipts, Expenditures, and Property*. Chapter 4, Section II, *Biennial Survey of Education in the United States, 1956-58*. OE-50023-58, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. viii + 132. \$1.00.*
- Canada in the Curriculum*. Curriculum Research Report, Bureau of Curriculum Research, Board of Education of the City of New York. Brooklyn 1, New York: Board of Education of the City of New York, 1962. Pp. vi + 42. \$0.50.
- Challenge and Change: NESDEC'S Job*. Cambridge 38, Massachusetts: New England School Development Council, 1962. Pp. 20.
- Educational Research Projects Reported by California County and District School Offices—1960-1961*. Research Bulletin 153, April, 1962. Burlingame, California: California Teachers Association, 1962. Pp. x + 60.
- FEATHERSTON, E. GLENN, and MURRAY, JOHN B. *Pupil Transportation: Selected References*. OE-20042, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962 (revised). Pp. 20.*
- Financial Assistance for College Students: Undergraduate*. Compiled by RICHARD C. MATTINGLY. OE-55027, Office of Education. College Information Center Series, Bulletin 1962, No. 11. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962. Pp. vi + 362. \$1.25.*
- GLENN, WILLIAM H., and JOHNSON, DONOVAN A. *Invitation to Mathematics*. Garden City, New York: Doubleday & Co., Inc., 1962. Pp. viii + 376. \$4.95.
- GOLDSTEIN, HERBERT. *The Educable Mentally Retarded Child in the Elementary School*. What Research Says to the Teacher Series, No. 25. Washington 6, D.C.: Department of Classroom Teachers, American Educational Research Association, National Education Association, 1962. Pp. 34. \$0.25.
- A Guide to Programmed Instructional Materials Available to Educators by September 1962*. Compiled and produced by Information Division, Center for Programmed Instruction, Inc., in cooperation with the Office of Education, U.S. Department of Health, Education, and Welfare. OE-34015, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962. Pp. xxviii + 388. \$1.50.*
- The Leadership Role of State Supervisors of Mathematics*. Report of a Conference Under the Auspices of the U.S. Department of Health, Education, and Welfare, Washington, June 19-23, 1961. Prepared by DANIEL W. SNADER. OE-29032, Bulletin 1962, No. 1, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962. Pp. vi + 110. \$0.35.*
- Learning to Read: A Report of a Conference of Reading Experts*. Foreword by JAMES B. CONANT. Princeton, New Jersey: Educational Testing Service, 1962. Pp. iv + 32. \$0.25.
- LUCIO, WILLIAM H., and MCNEIL, JOHN D. *Supervision: A Synthesis of Thought and Action*. New York 36, N.Y.: McGraw-Hill Book Co., Inc., 1962. Pp. xiv + 282. \$6.50.

* For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

MARTIN, W. EDGAR. *Selected References on Facilities and Equipment for Elementary Schools*. OE-21008, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962. Pp. 12.*

Mathematics: Grade 8. Curriculum Bulletin No. 4, 1961-1962 Series. Brooklyn 1, New York: Board of Education of the City of New York, 1962. Pp. viii + 200. \$1.50.

Readings in Guidance: Principles, Practices, Organization, Administration. Edited by LESTER D. CROW and ALICE CROW. New York 18, N.Y.: David McKay Co., Inc., 1962. Pp. xii + 626. \$3.95.

SCHLOSS, SAMUEL, and HOBSON, CAROL JOY. *Fall 1961 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools*. OE-20007-61, Circular No. 676, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1962. Pp. vi + 26. \$0.25.*

* For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires January 15
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Raymond J. Daba, <i>Vice President, Atherton</i>	1966
Mrs. Talcott Bates, <i>Carmel</i>	1964
Nathaniel S. Colley, <i>Sacramento</i>	1964
Dorman L. Commons, <i>Los Angeles</i>	1966
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Bishop Gerald Kennedy, <i>Los Angeles</i>	1965
Mrs. Seymour Mathiesen, <i>Fresno</i>	1966
William A. Norris, <i>Los Angeles</i>	1963
Ben N. Scott, <i>Harbor City</i>	1965

STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

SUPERINTENDENT OF PUBLIC INSTRUCTION

Roy E. Simpson, *Superintendent of Public Instruction and Director of Education*

Jerry J. Keating, *Special Assistant to the Director of Education*

Laurence D. Kearney, *Administrative Adviser*

Mrs. Jane Hood, *Assistant to the Superintendent, 807 State Building, Los Angeles 12*

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BLIND, FIELD REHABILITATION SERVICE FOR THE, Bernice McCrary, *Supervising Teacher-Counselor*

BUSINESS EDUCATION, Bureau of, R. C. Van Wagenen, *Chief*

CERTIFICATION OFFICE, Ethel Macpherson, *Supervising Credentials Technician*

EDUCATION RESEARCH, Bureau of, Henry W. Magnuson, *Chief*

ELEMENTARY EDUCATION, Bureau of, Helen Heffernan, *Chief*

ELEMENTARY TEXTBOOK DISTRIBUTION, Burriss E. Claypool, *Supervisor*

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Bureau of, C. Carson Conrad, *Chief*

HOMEMAKING EDUCATION, Bureau of, Mrs. Dorothy M. Schnell, *Chief*

INDUSTRIAL EDUCATION, Bureau of, Ernest G. Kramer, *Chief*

JUNIOR COLLEGE EDUCATION, Bureau of, Emil O. Toews, *Chief*

LIBRARIES, Division of, Mrs. Carma R. Leigh, *State Librarian, Library and Courts Building*

NATIONAL DEFENSE EDUCATION ACT ADMINISTRATION, Bureau of, J. Graham Sullivan, *Chief*

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